PLAYING SAFE WITH SAFETY SAM

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BOOK 6

THE SAFETY SAM SERIES by C. M. BARTRUG

WEBSTER PUBLISHING COMPANY

EXAMINATION COPY

I WILL BE A GOOD SPORT

1. I will be a good sport. I will play fair at all times.
2. I will learn the rules of the game and follow them faithfully.
3. I will do my best to win the game but win it fairly.
4. I will accept the decisions of the umpire without question.
5. I will control my temper and cultivate a pleasant disposition.
6. I will not boast over victory or lose my courage in defeat.
7. I will be a good loser as well as a modest winner.
8. I will play for my side and not for myself.
9. I will not take unfair advantage of other players.
10. I will cheer good playing on both sides.
11. I will do or say nothing that will bring dishonor to my school or team-mates.
12. I will give every courtesy and consideration to officials and players.

_____

Name

Vocabulary

The vocabulary of Book VI has been carefully selected in order to hold the reading difficulty to a minimum. The basic vocabulary consists of all words found in the Kindergarten Union List and words in the Buckingham-Dolch List for grades two, three, four, and five. It also includes all other words used in the earlier grades of the SAFETY SAM SERIES. It is assumed that this list contains only words that are likely to be known to children who have completed fifth grade work.

A total of 131 new words has been introduced gradually in Book VI. Not more than five new words appear on any page, and every new word is used three or more times. The average number of new words per page is 1.4. All words are listed in the form of their first appearance. All variants are counted as new words except those formed by the addition of *-s, -es, -ies, -n, -en, -d, -ed, -ied, -est, -er, -ing, -y, -ly,* and *un-*. Possessives and contractions and compounds of words already known are not counted as new words. Proper names are not included in the vocabulary control.

Thus, through a carefully controlled vocabulary, the text material has been kept well within the reading ability of the average child at this grade level. This plan makes it possible for all children to read the text material without having to master a large number of new and difficult words.

PLAYING SAFE WITH SAFETY SAM

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A TEXTBOOK-WORKBOOK IN SAFETY

by

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"Speeding—A Modern Safety Game," etc.

Pictures by LAVERNE

THE SAFETY SAM SERIES-BOOK 6

WEBSTER PUBLISHING COMPANY
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Introduction

When a child begins to walk, he finds himself surrounded by the most dangerous streets and highways the world has ever known. He can no longer depend upon his instincts for self-preservation. His only hope lies in the acquisition of a well-grounded set of safety habits which are so well established that they will protect him against the ever-increasing complexities of civilization. Such habits must be formed in early childhood in order to protect one all through life.

According to figures compiled by the National Safety Council, approximately 10,000,000 people are injured accidentally each year in the United States. Almost 100,000 people are killed annually, and about 350,000 more are disabled permanently each year. About one third of all fatal accidents occur in the home, a little more than one third occur on the streets and highways, about one sixth take place in public places, and another one sixth are due to accidents in industry.

It is apparent from these figures that a safety program must cover all the activities of life. THE SAFETY SAM SERIES of text-workbooks covers street and highway safety, home safety, school safety, outdoor safety, holiday safety, vacation safety, safety on the farm, fire prevention, and first aid.

A safety program must be positive, definite, and practical if the boys and girls are to acquire the needed safety habits, attitudes, and skills for the protection of life and property.

THE SAFETY SAM SERIES presents a definite and practical safety program for grades one to six, inclusive. The work for each year is divided into five units of six lessons each. The sixth lesson in each unit is a complete review of the safety concepts presented in that particular unit.

Since a large number of small children are involved in serious accidents annually, most of the important safety concepts are presented in grades one and two and reviewed in grades three, four, five, and six. New safety concepts are presented in keeping with the child's growth and development. This plan not only helps the child meet new experiences as they arise, but it helps him to acquire the safety habits, attitudes, and skills necessary for the prevention of accidents.

The stories and activities in THE SAFETY SAM SERIES are based on childhood experiences. They are well motivated and full of human interest. They are especially adapted for teaching children those reading habits and skills necessary for satisfactory progress in the content subjects. Most of the pictures and illustrations are positive and give increased clearness and emphasis to the content material. The review lessons test the child's knowledge and application of the safety concepts taught.

Safety Education in the School Program

Any worthwhile program should have a definite place in the curriculum. Satisfactory results cannot be secured by teaching safety incidentally or casually as the opportunity presents itself. Progress in safety education will never come until every school in the nation makes a definite place in the regular curriculum for the teaching of safety.

The units in THE SAFETY SAM SERIES are so planned that the weekly lesson may take the place of the reading period the first week, of health education the second week, of physical education the third week, and so on through the other regular subjects in the curriculum. Such a plan makes it possible to have one period each week for safety education without seriously hindering the progress in other subject fields.

Where it is impossible to teach safety education as a separate subject, it may be correlated with other subjects in the curriculum. Good results may be secured by correlating safety education with reading, health education, physical education, language, science, or the social sciences.

A Suggested Teaching Procedure

Use the pictures to introduce the story. Let the children study the pictures carefully; then hold a free discussion to bring out the main points of interest. Through the discussion, new words and expressions may be developed and written on the blackboard. Make sure that every child understands the meaning of all new words and expressions.

After the discussion, let the children read the story for the narrative. Follow the reading of the story with a free discussion bringing out all the safety teachings and concepts. The safety concepts will be more interesting and likewise more effective if they simply grow out of this discussion as the natural result of the story.

The activity exercises should be presented next. Study the pictures carefully. Bring out any new safety concepts which may be presented. Definite instructions for carrying out the activity exercises are given for each lesson. Read the instructions carefully. Make sure that every child understands exactly what he is to do; then let the children complete the exercises independently. The teacher should check each child's activity exercises as he finishes, making sure that everyone has completed the work satisfactorily. A brief discussion, dramatization, or actual practice of the safety habits presented should be held at this point as a means of summarizing the safety concepts in the lesson.

The most important step in the development of correct safety habits is their application to actual life situations. Therefore, the teacher should provide as many opportunities as possible for the practice of safety habits.

At the close of the lesson, the teacher should suggest those activities which lend themselves to the fixation of the safety habit or habits under discussion. See the general list of "Suggested Activities" in the back of the book for suggestions. When selecting activities from this list, the teacher should be careful to select only those activities which are in keeping with the grade level of her group of children. See the bibliography of "supplementary material" for additional suggestions.

Acknowledgments

Grateful acknowledgment is made to the staff of the National Safety Council's Education Division, particularly Miss Vivian Weedon, for criticism of various parts of the safety contents of the Safety Sam Series.

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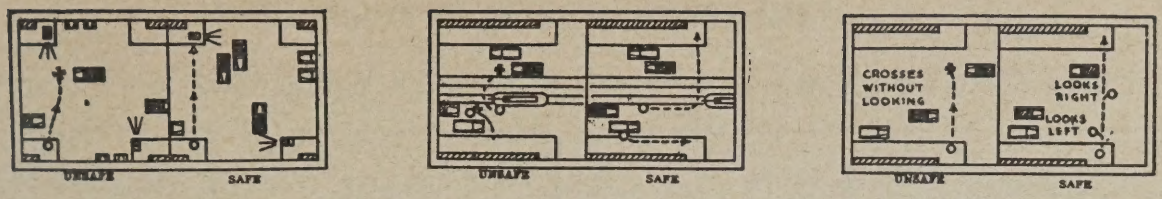


Courtesy, Metropolitan Life Insurance Company

The safe walker looks left and then right when crossing a street.

UNIT I. STREET AND PUBLIC SAFETY

Lesson 1. Learn to Be a Safe Walker*

1. Why is hitch-hiking a dangerous practice?
2. Why are so many pedestrians injured or killed on the streets and highways?
3. Why is jay-walking always dangerous?
4. Why should pedestrians observe the same traffic rules as motorists?

Rules for Safe Walkers

1. A safe walker looks left and then right when crossing a street. When crossing streets, it is important that the walker keep to the right on the crosswalk, observe moving traffic, and make sure that he can cross safely.

On two-way streets, he looks first to the left, then to the right, remembering that the first line of vehicles will be coming from his left. As he reaches the center of the street, he glances to the right to decide whether he can reach the curb in safety. On one-way streets, he looks in the direction of oncoming traffic.

2. A safe walker does not step out carelessly from behind parked cars. He always makes sure the way is clear before he steps into the street.

3. A safe walker never tries to weave his way through traffic. This dangerous practice is one of the principal causes of pedestrian accidents.

4. A safe walker uses care in getting on and off vehicles in moving traffic. For safety, passengers should enter and leave vehicles at the curb side only.

5. A safe walker does not stand in the street. Many accidents have resulted because pedestrians have stopped in the street to talk or to look around. The safe walker stays out of the street whenever he can, only entering it when he is able to cross in a safe manner.

6. A safe walker teaches children not to play in the streets. Careful boys and girls always play in safe places.

7. A safe walker always walks against, instead of with, traffic on open highways. On roads and highways where there are no sidewalks, the safe walker keeps off the pavement whenever possible. He always walks facing the traffic so he can see approaching vehicles in time to get out of the way.

8. A safe walker obeys all traffic signals. Remember that traffic signals are for pedestrians as well as for motorists.

9. A safe walker crosses streets at right angles. When a person is walking diagonally across a street, it is difficult for the approaching motorist to judge just how soon and where their paths may cross.

10. A safe walker crosses streets at corners only. It is dangerous to cross streets in the middle of the block.

11. A safe walker is always careful when carrying an umbrella. He holds it up high so he can get a clear view of moving vehicles and other pedestrians.

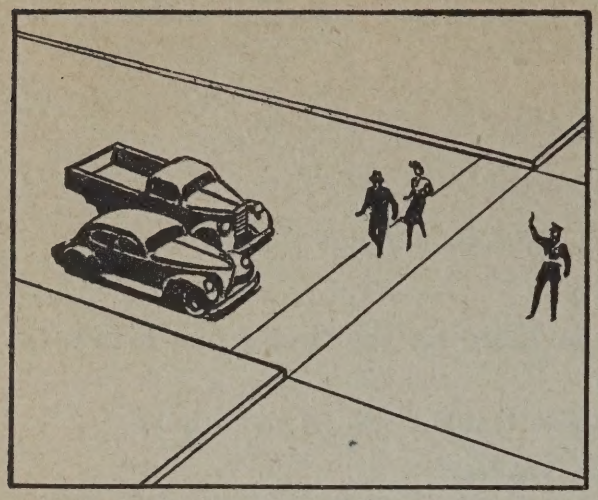
12. A safe walker is extremely careful when walking on slippery streets. This is especially important when the walks and pavements are covered with snow and ice.

New Words: motorists, diagonally

*Adapted from *The Safe Walker's Memo Book* published by the Metropolitan Life Insurance Company, New York, N. Y.

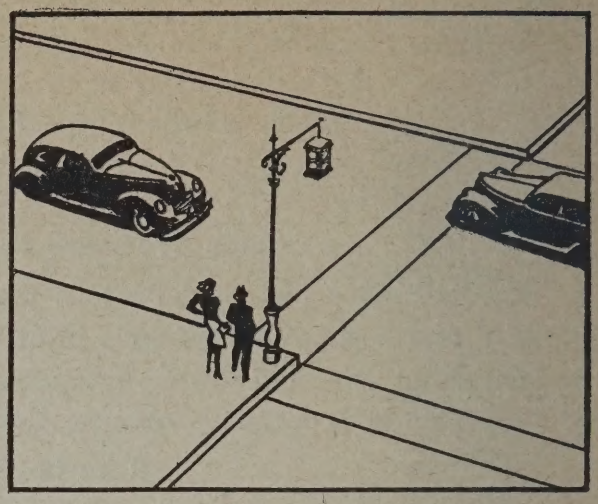
Ten Commandments of Safety for Pedestrians*

1. Cross Only at Crosswalks



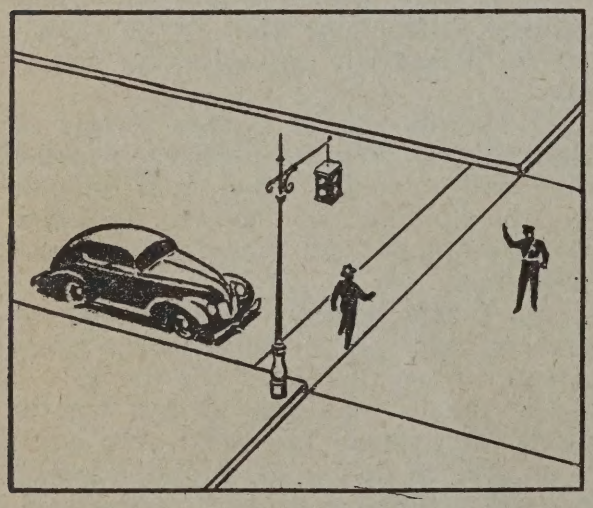
The record in many cities indicates that it is five times more dangerous to cross in the middle of the block than at the corner. A safe walker never takes chances. He knows it is safer to cross a street at the crosswalk.

2. Wait on the Sidewalk



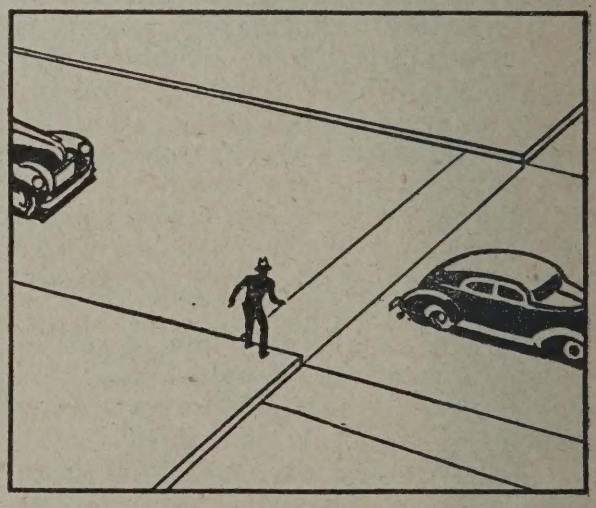
A safe walker always stops at the curb and looks in all directions before stepping into the street. He makes use of safety zones, safety islands, and other safeguards while awaiting an opportunity to cross the street safely.

3. Cross on the Proper Signal



Traffic lights are for all traffic, pedestrians as well as motorists. Don't expect the motorist to obey them if you aren't willing to do so.

4. Be Sure the Way Is Clear

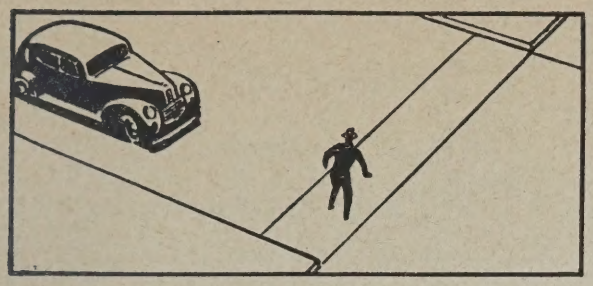


Wait until a closely approaching car has passed, or until the driver has given you the right-of-way. Never step between two cars in close-packed traffic.

New Word: commandments

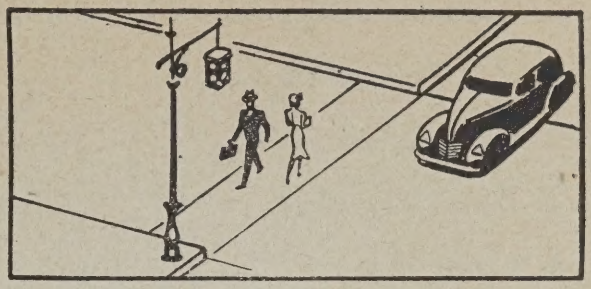
*Used by special permission of The Travelers Insurance Company, Hartford, Connecticut.

5. Be Doubly Alert During the First Few Steps



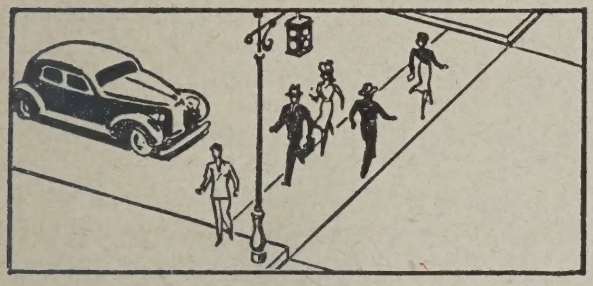
Seventy-five per cent of pedestrians in accidents are hit before reaching the middle of the roadway, with absent-mindedness the greatest single cause.

6. Cross Within the Crosswalk



Seconds and steps saved by skirting the crosswalk or crossing diagonally are not worth the chances you take with your life.

7. Walk to the Right in Crosswalks

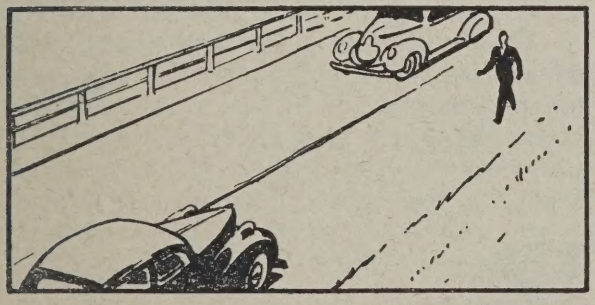


Traffic rules are the results of long experience. Based on courtesy, they save life and property; they prevent confusion and delay.

8. Walk, Don't Run

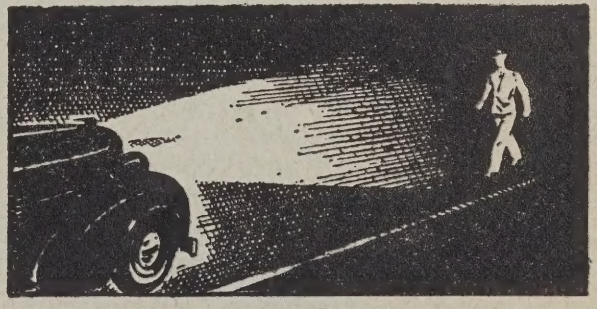
Needless hurry afoot is often as dangerous as needless speed in a car. Don't start across unless you are sure you can make it safely at a walk.

9. On Rural Roads, Walk Facing Traffic



This enables you to watch oncoming traffic and to step off the pavement and out of the way in an emergency. Two pedestrians are killed walking with traffic for every one killed walking against it. It pays to be a safe walker.

10. After Dark, Wear Something White



You protect yourself by making certain you will be seen, especially when walking along rural highways at night. Wear a white shirt, shoes, or dress—or carry a light, an open handkerchief, or even a newspaper.

New Words: doubly, absent-mindedness, confusion

Match the Endings

The following safety rules for pedestrians are broken into two parts. Match up the parts so all the rules will make sense.

1. Wear something white	_____	A. during the first few steps.
2. Walk facing traffic	_____	B. at crosswalks.
3. Be doubly alert	_____	C. when crossing a street.
4. Cross only	_____	D. after dark.
5. Look left and then right	_____	E. on rural roads.
6. Do not step out carelessly	_____	F. in the street.
7. A safe walker does not stand	_____	G. all traffic signals.
8. Never try to weave your way	_____	H. from behind parked cars.
9. A safe walker obeys	_____	I. at corners only.
10. A safe walker crosses streets	_____	J. through traffic.

Something to Do

1. Find the meaning of the following words in your dictionary: *motorists, commandments, doubly, absent-mindedness, diagonally,* and *confusion.* Start a Safety Dictionary by writing the meanings of all new words and safety expressions in a special notebook. Add to the list as you progress through the year.

2. Draw a map of your neighborhood. Mark the safest route to and from school. Locate all the dangerous places on your map and mark them with red crosses.

3. Make and discuss posters which illustrate safe practices for pedestrians.

4. Find pictures of correct pedestrian practices for the bulletin board.

5. Visit a busy street corner and make a list of all safety rules violated by pedestrians. Make a report to your class or club.

6. Organize a "Safe Walker's Club" in your school or neighborhood.

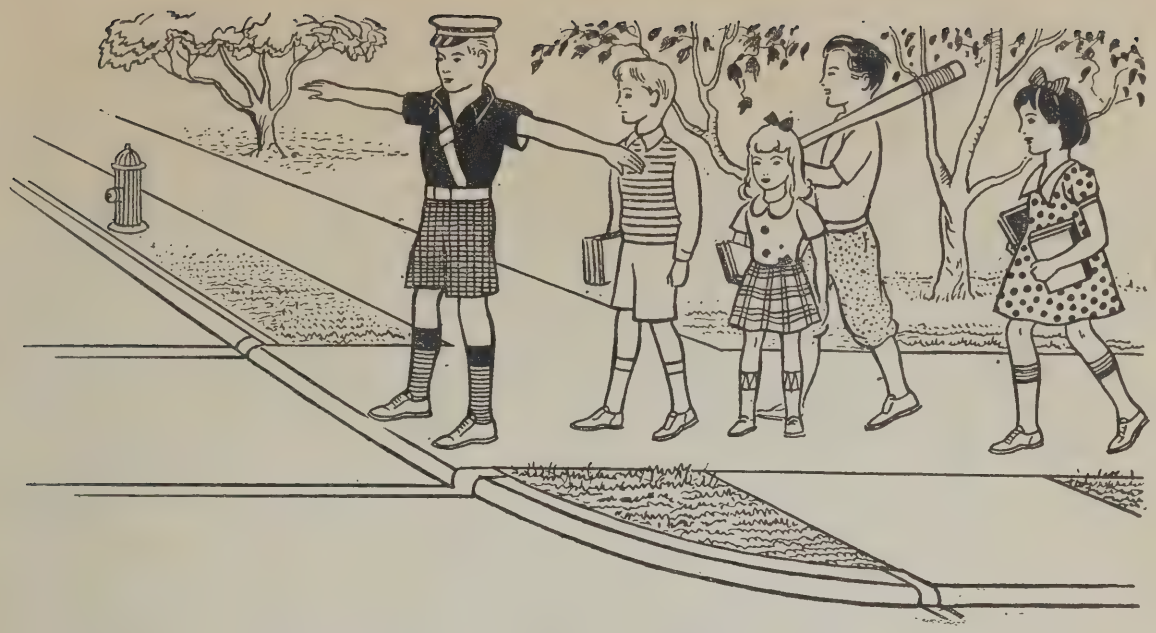
7. Invite a policeman, patrolman, or a senior patrol leader to talk to your class about safe practices for pedestrians.

8. Organize a safety club and a safety patrol for your school.

9. Divide the class into groups and dramatize all the different safety rules for pedestrians.

10. Prepare and give an assembly program showing safe practices for pedestrians to follow at all times and places.

SAFETY SAM SAYS: BE ALERT IN EVERY WAY,
AND LIVE TO WALK ANOTHER DAY.



A patrol boy holding children on the sidewalk while vehicles are passing. He is wearing the standard Sam Browne belt.

Lesson 2. The School Safety Patrol*

1. Why should every school have a safety patrol?
2. How does a safety patrol reduce the number of accidents in a school?
3. Why should all children obey the patrol members?
4. What kind of boy or girl makes the best patrol member?
5. Why should patrol duty be voluntary?

How to Organize a Safety Patrol

1. **Purpose.** The purpose of the school patrol is to teach, direct, and control the pupils in crossing the streets at or near the school. Patrols should not direct the street traffic of vehicles, nor be allowed to do so, other than signaling to a motorist who approaches the crossing after the pupils have left the curb.

Members of the patrol are not police officers. Neither are they to take on any of the official duties and responsibilities of regular traffic officers.

One of the most important duties of the school patrol is to teach the school children safe practices in their use of streets and highways at all times.

2. **Selection of members.** Patrol members should be appointed by the teacher or the principal. These members are generally boys, but girls may be appointed in certain cases. They should be selected from the sixth grade if that is the highest in the school.

Patrol members should be alert, reliable, willing to accept responsibility, and leaders among the other students in the school. Their service should be voluntary and only with the written consent of the parent or guardian.

Officers should serve for at least one school term; other members may be changed quarterly. Any officer or member should be removed for cause.

3. **Size and officers.** The size of the patrol should vary with street conditions and the size of the school. The average patrol has ten or twelve members, including the officers. Every patrol should have a captain. Lieutenants and sergeants may also be appointed.

New Words: voluntary, selection, sergeants

*Adapted from the "Standard Rules for the Operation of School Safety Patrols" as published in *Safety Education Methods, Elementary School,* by the National Safety Council, Chicago, Ill.

This patrol boy is keeping students from crossing the street in the middle of the block.

4. **Instruction and supervision.** The school safety patrol is under the direct supervision of the teacher or the principal. All rules, regulations, and special instructions are to be approved by the teacher in charge before being carried out by the members of the patrol.

The patrol should be used as a means of extending the instruction in traffic beyond the classroom. If your school is located in a city, ask the Chief of Police to appoint a special officer to work with your patrol.

New members should serve under the direction of experienced members for at least one week before taking full responsibility for patrol duty.

5. **Insignia for patrol members.** The standard insignia (badge or emblem) for patrol members is the white Sam Browne belt made of two-inch material. This must be worn at all times when on duty. Special badges for officers may be worn on the left breast or arm. Any other special equipment should be the same for all schools in the city or community.

6. **Where to stand and what to do while on duty.** The patrol member should stand on the curb, not in the street, and hold back the children until he sees a lull in traffic. When this occurs, he motions for the children to cross the street in a group.

He still keeps his position on the curb, except that if his view of traffic is obstructed by parked cars or other objects, he may step into the street far enough to obtain a clear view, but not more than three paces. After the children have crossed, he returns to his station.

Where the street is wide or the traffic heavy, there should be two patrol members on duty. One operates as described in the paragraph above, on the side from which the children are coming. The other operates on the opposite curb, giving attention to possible traffic approaching on that side and assisting the group of children to reach that curb in safety.

Where the traffic is unusually heavy, a traffic officer or a policeman should take over the responsibility of directing the children across the street. In this case, the patrol members merely act as assistants to the traffic officer. They hold the children at the curb until the officer is ready to take them across the street.

7. **Hours on duty.** The patrol members should reach their posts ten or fifteen minutes before the opening of school in the morning and at noon and should remain on duty until the last bell rings.

At noon and afternoon dismissal they leave their classes two or three minutes before the dimissal bell and remain on duty until all pupils have passed their posts.

If any classes are dismissed earlier than the others, it is essential that patrols be on duty at all times while children are crossing streets.

New Words: supervision, insignia, occurs, obstructed

This patrol boy is dressed for rainy weather.

Courtesy, National Safety Council

Any boy or girl should be proud to wear this insignia.

8. **Bus patrols.** Where pupils are transported to and from school by bus, patrol members may be assigned to bus duty. In such cases, the bus patrolman's duty is purely that of assisting the bus driver.

Remember, it is important that all children riding to and from school obey the bus driver and the patrol members assigned to bus duty.

One or two patrol members may be appointed for each bus, depending upon the size. When two are on duty, one shall be at the rear of the bus and the other one at the front.

In the selection of patrol members for bus duty, consideration should be given to the location of the home of each patrol member. It is important that the patrol members be among the first to board the bus and the last to leave it on the way to and from school.

9. **Duties of bus patrol members.**

(a) To see that all pupils are aboard the bus and seated before it starts.

(b) To assist the bus driver in keeping order.

(c) To see that no children have heads, arms, or hands out of the windows while the bus is in motion.

(d) To see that all children remain seated while the bus is in motion.

(e) To assist the bus driver in checking attendance.

(f) To see that books, lunch kits, and other packages are placed where children are not likely to stumble over them.

(g) To assist the bus driver in seeing that children board and leave the bus in a quiet and orderly manner. When children are to leave the bus, the patrolman should leave first and stand ready to give help if necessary to children getting off the bus.

If, after the children have unloaded, some of them must cross the street or highway, the patrol member shall make certain that the roadway is clear in both directions before indicating to the children that there is a suitable lull in traffic for them to cross.

(h) To assist children in getting on the bus. When the bus stops to pick up children, it shall be the duty of the patrol member to advise any children who must cross the street or highway to board the bus. The patrol member shall make certain that the roadway is clear in both directions before indicating that it is safe for the children to cross over to the bus.

New Word: universal

Something to Do

1. List two important duties of the school patrol.

2. List five important duties of the school bus patrol.

3. Draw a map of your school buildings and grounds. Mark all the places where patrol members should be stationed for the direction of student traffic. Ask your teacher to check your plans.

4. Find the meaning of the following words in your dictionary: *selection, voluntary, sergeants, supervision, insignia, occurs, obstructed,* and *universal.* Write sentences using these words correctly. Write the meanings in your Safety Dictionary.

5. Ask your teacher to help you organize a safety patrol for your school.

6. Write to the National Safety Council, Education Division, Chicago, Illinois, for a copy of *Standard Rules for the Operation of School Safety Patrols.* Single copies are free to teachers only.

SAFETY SAM SAYS: DON'T TAKE CHANCES—MAKE IT A RULE; OBEY THE PATROL WHEN AT SCHOOL.

Lesson 3. Safety on Bicycles

1. Do you have a bicycle? If so, is it in good condition?
2. Why should bicycles be inspected regularly by a member of the city police department?
3. Why should bicycles be licensed or registered by the police department?
4. Why should bicycle riders observe the same traffic rules as motorists?
5. Why should bicycle riders be required to pass a "safe riding test" before receiving a license to ride a bicycle on the streets?

Ride Your Bicycle Safely*

Many accidents today are the result of "I didn't look" or "I didn't think." Safety in bicycle riding should start in the very beginning when the child has his first "fun on wheels," for the seed that is sown then will bear fruit in later years.

Too many bicycle riders fail to observe the laws as they ride through busy city streets or country lanes, and it is a wonder sometimes more of them are not hurt. All bicycle riders will do well to remember that all the laws applying to motor vehicles also apply to bicycles.

The bicycle, of course, has as much right on the streets as the automobile. Nobody disputes that. Moreover, the bicycle is useful, convenient, and even necessary to thousands of persons. It provides cheap and pleasant transportation to many, and gives much pleasure to its riders.

But riders of bicycles should obey the laws. They should not endanger themselves and others by trying to sneak in and out of traffic. When the light turns red at an intersection, they should stop and not try to beat the traffic across the street.

They should never try to thread their way past traffic on the right. This is one of the most dangerous of all tricks. A motorist may be very close to the curb, and be pressed by another motorist who is passing on his left. As the motorist pulls even closer to the curb, he suddenly discovers that a bicycle rider is trying to crowd past him there, which, of course, is against the law that forbids passing on the right.

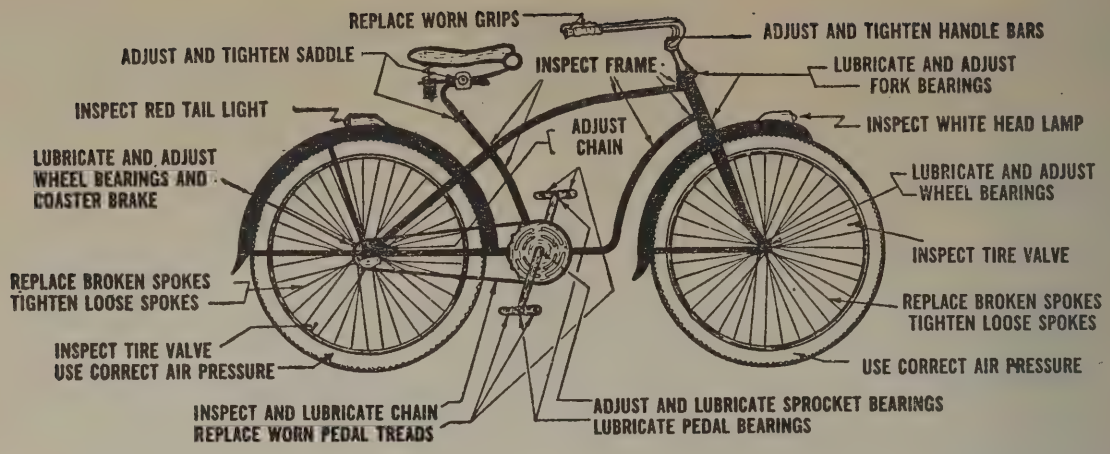
If the motorist puts his brakes on suddenly so as to save the bicycle rider, the car behind him may crash into him. If he turns toward his left to give the rider more room, a car that is passing properly may be wrecked and someone injured or killed. Bicycle riders should know this well, yet daily they keep right on breaking the rules by such passing.

Some riders, in groups and singly, make it a practice to ride on the *left* of the road against traffic. This is *against* the law, of course, and dangerous for all concerned. Most riders of bicycles, however, ride carefully and with due care for themselves and for others.

There are, perhaps, many things aside from these that can be added to the individual's own ideas of safety, such as walking one's bicycle across a crowded street, slowing up at corners, riding close to the curb, and just using common sense at all times and in all places.

New Words: endanger, intersection

*Used by permission of Cycle Trades of America, Inc., New York City.


REPLACE WORN GRIPS
ADJUST AND TIGHTEN HANDLE BARS
ADJUST AND TIGHTEN SADDLE
INSPECT FRAME
LUBRICATE AND ADJUST FORK BEARINGS
INSPECT RED TAIL LIGHT
ADJUST CHAIN
INSPECT WHITE HEAD LAMP
LUBRICATE AND ADJUST WHEEL BEARINGS AND COASTER BRAKE
LUBRICATE AND ADJUST WHEEL BEARINGS
INSPECT TIRE VALVE
REPLACE BROKEN SPOKES TIGHTEN LOOSE SPOKES
REPLACE BROKEN SPOKES TIGHTEN LOOSE SPOKES
INSPECT TIRE VALVE USE CORRECT AIR PRESSURE
USE CORRECT AIR PRESSURE
INSPECT AND LUBRICATE CHAIN REPLACE WORN PEDAL TREADS
ADJUST AND LUBRICATE SPROCKET BEARINGS LUBRICATE PEDAL BEARINGS

Courtesy, Illinois Division of Highways

Chart showing points that require regular attention in order to keep a bicycle in safe condition

Bicycle Inspection Blank

Careful riders inspect their bicycles often to see if they are safe for riding. Use the following chart as a guide when checking over your bicycle. See the chart above for additional suggestions.

1. Name of owner_____ Address_____
2. Make of bike _____ Number (If registered) _____
3. Brake holds well _____ Needs adjusting _____ O.K. _____
4. Adjust chain: Loosen _____ Tighten _____ Lubricate_____ O.K. _____
5. Wheels need straightening _____ Spokes missing _____ O.K. _____
6. Tires need repair _____ Correct air pressure ___ Adjust valve___ O.K. _____
7. Handle bars: Adjust and tighten ____ Replace worn grips_____ O.K. _____
8. Seat: Adjust and tighten _____ Needs repair_____ O.K. _____
9. Pedals: Need repair _____ Need to be replaced _____ O.K. _____
10. Lights: None _____ Front _____ Rear_____ O.K. _____
11. Horn: None _____ Needs repair _____ O.K. _____
12. Lubricate bearings: Fork ___ Wheel ___ Sprocket ___ Pedal ___ O.K. _____
13. Frame is weak _____ Needs repair _____ O.K. _____
14. Fenders: Tighten _____ Repair _____ O.K. _____
15. Remarks: _____

New Words: adjust, lubricate, valve, pressure, sprocket

A Short Riding Test for Bicycle Riders*

First. The applicant is required to ride the space between two white lines, about a foot in width, for a distance of 40 feet, at which point he applies his brakes and must stop the bicycle within a distance of 10 feet from that point.

This test shows the applicant's ability to handle the bicycle by riding in a straight line, and also tests the condition of the bicycle's brakes.

Second. The applicant then is required to ride the figure "8" painted on the street (each circle about 12 feet in diameter).

This test shows whether or not the applicant has the ability to make turns as he must have one arm extended to show he is making a turn. It not only proves that he can handle the bicycle, but it shows that in the event of an emergency he can turn either way without losing his balance. Why is this important?

A Safety Pledge for Bicycle Riders

1. I will obey all traffic regulations such as red and green lights, one-way streets, stop signs, and hand signals.
2. I will ride in a straight line.
3. I will have a white light on the front and a danger signal on the rear for night riding.
4. I will have a satisfactory signaling device to warn of my approach.
5. I will give pedestrians the right of way at all times and places.
6. I will look out for cars at crossings and cars pulling out of parking places, and for the opening of auto doors on the traffic side.
7. I will not hitch on vehicles.
8. I will not carry another person on my bicycle.
9. I will keep my bicycle in good condition.
10. I will always ride carefully. I will not take chances when riding a bicycle.

Something to Do

1. Plan and carry out an inspection of all bicycles owned by the members of your school. Ask the police department to help with this program.

2. Plan and carry out riding tests for the bicycle riders in your school.

3. Organize a "Bicycle Club" for your school or neighborhood. Work out a pledge card for members.

4. Plan and carry out safe riding demonstrations for the younger children in your school. Ask the police department to help with this program.

5. Check over the parking racks for your school to see if bikes are being parked properly.

6. Find the meaning of the following words in your dictionary: *endanger, intersection, adjust, lubricate, valve, pressure, sprocket, applicant, balance,* and *pamphlets.* Use in sentences correctly.

7. Make a list of safety rules for roller skating.

8. Write to the Cycle Trades of America, Inc., New York City, for pamphlets and posters on bicycle safety.

New Words: applicant, balance, pamphlets

*Used by permission of Cycle Trades of America, Inc., New York City.

SAFETY SAM SAYS: A SAFE BICYCLE RIDER OBEYS ALL THE TRAFFIC LAWS.

A good place to have fun—But also a good place to get hurt, if one is not careful.

Lesson 4. Safety in Public Places*

1. Have you ever been in a large crowd? Did you get out without being hurt?
2. Did you ever see anyone hurt at a fair or during a street parade?
3. Do you race to the scene of a fire when it is in your neighborhood? Do you think it is safe for large crowds to gather around a burning building?
4. Did you ever see a serious accident in a public place? Did a large crowd gather around the scene of the accident?
5. Do you ever go to a theater alone? What would you do if fire broke out during the show?
6. Do you ever go swimming at a public beach, or in a public swimming pool? Do you know what to do if someone is drowning?
7. Did you ever stay over night in a large hotel? Did you locate the fire escape and read the directions for use before going to bed?

Safety in Crowds

Pushing in crowds causes unnecessary confusion.

2. At games in big stadiums or at school fields, follow courteously the suggestions of ushers and policemen.

3. Running up and down or across seats is dangerous.

4. Sit on the top row of seats only if there is a back wall to keep you from falling backwards.

5. Be courteous in your excitement at games.

6. Many people thoughtlessly throw down pop bottles, fruit skins, papers, or other refuse; these sometimes cause injuries to spectators.

7. Stay away from the field of play when you are a spectator. In watching games such as baseball, hockey, or golf, stay in a position to protect yourself from fast moving objects.

8. Obtain permission from your parents before attending any kind of public event.

9. Stay away from crowds during epidemics. Keep your dog out of crowds.

10. At a parade stay on the sidewalk and obey the orders of policemen.

New Words: courteously, ushers, spectators, epidemics

*Adapted from *Units in Safety Education—Grades V and VI,* published by the National Education Association of The United States, Washington, D. C.

Safety on Public Beaches

1. Watch out for broken glass, tin cans, and sharp stones when barefooted.
2. Always go in swimming with someone else. If anything happens, the other person can call for help. Swim where there is a lifeguard on duty.
3. Avoid drop-offs and deep holes. Do not swim where there is an undertow, a swift current, or weeds.
4. Until you have had the proper training, it is not safe to attempt to rescue someone in the water. Call for help.
5. Severe cramps often result from swimming soon after eating. Wait at least an hour (two hours safer) before going into the water.
6. Swimming when you are hot or tired from exercise is dangerous.
7. Protect yourself from the hot sun. Ten or fifteen minutes of direct sun at a time is enough until you become used to it. Increase the amount gradually. Too much direct sun on a bared head is always dangerous.
8. Throw a robe over you for a few minutes after you come out of the water. Wear pool shoes in bath houses.
9. Use olive oil or special ointments to protect your skin.
10. Sunburn sometimes needs medical attention. If it covers a considerable part of the body, it can be extremely dangerous.
11. Build fires in parks for picnics only where permission is given. Be sure the fire is out before you leave it. Leave your picnic area clean.
12. Be sure drinking water is pure. Use a clean cup when drinking water in public places.
13. Avoid using unsanitary rest rooms. Help keep rest rooms clean.

Safety in Public Buildings

1. Revolving doors in hotels, stores, or other public buildings may cause injury if used carelessly. Revolve them slowly, step out quickly, and move away to leave room for the next person.
2. Face the front on elevators. Stay away from elevator shafts. Operate an automatic elevator only after reading the directions or after proper instruction.
3. Watch your step when going up or down stairways in public buildings.
4. Keep a sharp lookout for emergency exits when you go into a public building. Never go to bed in a hotel without first locating the fire escapes and finding out how to use them properly.

Safety at a Fire

1. If you find yourself near a fire, stay on the sidewalk. The streets are especially dangerous because of the confusion and the fire engines.
2. Keep out of the way of firemen and workers. Being in the way or asking questions may hamper their work.
3. While watching a fire, keep calm. Move quickly and quietly, if necessary. Stay out of crowds.
4. Keep a safe distance away from a burning building. Stay away from the danger of water, heat, and falling walls.
5. Sometimes live wires are left exposed by a fire. Do not touch any wires. Warn other people not to touch them.

Safety at Carnivals and Fairs

1. Obey all rules and regulations posted for the safety of spectators.
2. Keep away from strange animals. Wise boys and girls never tease animals.
3. Keep a safe distance away from machinery and swings when they are in motion.
4. Be careful about eating and drinking. Some combinations of foods and drinks on a hot day might make you sick.

New Words: gradually, exposed

Safety in a Theater

1. Be courteous and quiet.
2. Keep your feet on the floor in front of your seat.
3. Leaning over railings in the balcony is dangerous.
4. Locate the nearest "Exit" before the show begins.
5. If you wait in a crowd, wait quietly. Stay in line and take your turn. Pushing is stupid and dangerous.

Can You Tell?

1. Why should you follow the suggestions of ushers when at games?

_____

_____

2. Why should you stay away from large crowds during serious epidemics?

_____

_____

3. Why should you locate the nearest "Exit" when entering a public building?

_____

_____

4. Why should one never touch an exposed electric wire?

_____

_____

5. Why is it dangerous to go swimming right after a heavy meal?

_____

_____

6. Why should a person never go swimming alone?

_____

_____

7. Why should boys and girls never tease strange animals?

_____

_____

8. Why should a person face the front when riding in an elevator?

_____

_____

Something to Do

1. List ten public places in your community where accidents might occur.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Ask the director of public safety, the chief of police, or the fire chief to talk to your class about the ways in which the community tries to provide for safety in public places.

3. Ask a public official to tell you what the community does for safety in the event of a parade, a big football or baseball game, or a fire.

4. Tell the class about one of your most exciting experiences in a public place.

5. Check the local papers for accounts of serious accidents or disasters. Tell how such accidents could have been prevented by the application of the proper safety measures.

6. Make a scrapbook containing stories and pictures of accidents in public places.

7. Find and read stories about safety in public places.

8. Read a story about an emergency in a public place. Read "Side-Line Jobs" in *Who Travels There* by Horace Mann Buckley and others, American Book Company, New York.

9. Make a list of all public places of interest in your community. Plan and carry out a visit to one or more of these places. Then write stories about the places visited and put them into a class booklet.

10. Ask a policeman to talk to your class about right conduct in crowds.

11. Ask a speaker from the American Red Cross or a lifesaving instructor to talk to your class about safety at the local swimming pool or at a public beach.

12. Write stories and short poems about safety in public places.

13. Learn how communities prepare for safety during a disaster—flood, hurricane, earthquake, fire. Study about the work of the American Red Cross and the Boy Scouts in cases of public disaster.

14. Ask a member of the defense council to talk to your class about safety during air raids and blackouts.

15. Find the meaning of the following words in your dictionary: *ushers*, *spectators*, *epidemics*, *gradually*, *exposed*, and *courteously*.

SAFETY SAM SAYS: BE QUIET AND COURTEOUS IN PUBLIC PLACES.

It is always safer to walk on the left side of the highway.

Lesson 5. Safety on the Rural Highway

1. Why should pedestrians walk facing the traffic along a rural highway?
2. Can you tell how to prevent accidents when walking on the highway at night?
3. Why is it dangerous to "hop" vehicles of any kind?
4. Why should animals and pets be kept out of the highway?
5. Why is it dangerous to roller skate on the pavement?

How to Prevent Accidents on the Highway

1. **Walk facing the traffic.** The children in the picture above are on their way to school. They have learned that it is always safer to walk facing the oncoming traffic.

2. **Give vehicles plenty of room to pass in safety.** When walking along a highway, keep a sharp lookout for oncoming traffic. Don't take chances! Get off the pavement in time to prevent confusion. When possible, walk at the side of the road rather than on the pavement.

3. **Wear something white or carry a light at night.** If you walk on the highway at night, carry a light or wear something white. Careful people plan their work and play so they will not have to be on the highway at night.

4. **Never ride a horse down the middle of the highway.** When riding a pony or a horse, always ride along the side of the road or the pavement. It is unsafe for children to ride a high-spirited horse along any highway.

5. **If you ride to school in a bus, obey the driver and the patrol members.** Follow the safety rules for riding on a bus suggested in Lesson 2, *Tips from Safety Sam.*

6. **Remember, a bicycle rider must follow the same rules as a car driver.** Ride carefully, obey all the laws, ride close to the right-hand side of the highway, and use hand signals correctly.

7. **Do not play on the pavement or along the highway.** Always find a safe place to play. Do not roller skate on the pavement. Never coast down a highway unless it is blocked off for coasting.

8. **Teach your dog and other pets to stay out of the highway.** If you have a dog that likes to chase cars, better break him of it right away. Many valuable pets have been killed because of this dangerous practice.

9. **Keep animals out of the roadway.** Keep cattle, hogs, and other animals out of the highway and away from traffic.

10. **Never try to "hop" vehicles of any kind.** You always take a chance when you hop on a moving vehicle. Remember, it is dangerous to hitch rides at any time or place.

11. **Use warning flags (red) when objects stick out behind wagons, trucks, and**

trailers. Also use flags on unusually wide pieces of machinery when transporting them along a highway.

12. **Never stand up on a moving vehicle.** The safest place to ride on a moving vehicle is in the seat.

Wise or Foolish?

Read each sentence or group of sentences. If the person did a wise thing, write "Wise" on the line at the right. If the person did a foolish thing, write "Foolish" on the line.

1. John walked down the road one night to see Billy. He carried a lantern all the way down and back. _____
2. Mary was in a hurry to get to school. She walked on the right-hand side of the road all the way. _____
3. Joe's father went to town one night without a light on his trailer. _____
4. Jim rode down the road one day in his father's wagon. He stood up in the empty box all the way. _____
5. Henry taught his dog not to chase cars. _____
6. Sally went roller skating on the pavement. _____
7. Judy rode her pony along the side of the road to school. _____
8. James hopped a ride on a neighbor's big sled. _____
9. Nancy always walked facing the traffic when she went to school. _____

Something to Do

1. Explain why it is dangerous to overload wagons, trailers, and other farm vehicles.
2. Make a list of safety rules for riding to school in a bus.
3. Make a list of safety rules for riding a bicycle on the rural highway.
4. Check over the newspapers for accounts of accidents on the rural highways. Tell how each accident might have been avoided.
5. Write poems and stories about safety on the rural highways.
6. Make posters illustrating safety on the rural highways.
7. Read *Skitter Cat and Major* by Eleanor Youmans, published by Bobbs-Merrill Company, Indianapolis, Indiana.
8. Write to the International Harvester Company, Chicago, Illinois, for a copy (free) of *Stop Carelessness! Prevent Accidents!*

SAFETY SAM SAYS: WHEN WALKING OR HIKING NIGHT OR DAY, FACE THE TRAFFIC ALL THE WAY.

Lesson 6. Test Yourself

Read each sentence or group of sentences. If the person followed a safe practice, write "Safe" on the line at the right. But if the person did something for which he is likely to be sorry, write "Sorry" on the line.

1. Tom always looked left and then right when crossing a street. _____
2. Billy was in a hurry one day. He ran out into the street from behind a parked car. _____
3. Mary walked across the intersection when the light said "Stop." _____
4. Joe was late for school one morning. He saved a little time by hurrying across the intersection diagonally. _____
5. The captain of the school patrol taught his lieutenants and sergeants how to help little children across the streets safely. _____
6. Jim always stood on the curb when on patrol duty. _____
7. Harry was a member of the bus patrol. He always made sure that the roadway was clear before indicating that it was safe for children to cross the highway. _____
8. Sally climbed into the school bus one morning and parked her lunch in the aisle. _____
9. George helped the teacher organize a school safety patrol. _____
10. Joe's brother parked his car where it obstructed the patrol boy's view of oncoming traffic. _____

Read each sentence or group of sentences. If the person did a wise thing, write "Wise" on the line at the right. But if the person did a foolish thing, write "Foolish" on the line.

1. Dick learned that "Universal Safety" means safety everywhere for everybody. _____
2. William was riding his bicycle to school one day. He made a left turn at the intersection without using the proper hand signal. _____
3. Mary Jane was a member of the playground patrol. When an accident occurred on the playground, she told the teacher at once. _____
4. Judy went to the city park to learn to ride her new bicycle. She learned how to guide her bike and how to balance herself perfectly before she ventured out on the streets. _____

5. Alice always went swimming at a supervised pool or beach. _____

6. Dan wanted a coat of tan. He exposed himself to the hot sun only ten or fifteen minutes at a time until he was used to it. Then he increased the time gradually until his skin was a rich brown color. _____

7. Helen's teacher wrote to the National Safety Council, Chicago, Illinois, for a copy of the pamphlet entitled "Bicycle Safety." _____

8. Jean Marie stayed all night at a hotel. She located the fire escape before she went to bed. _____

9. Nancy always wore pool shoes when at the bath house. _____

10. A large crowd of people were watching a big fire. Fred pushed his way through the crowd so he could get a better view of the burning building. _____

Write the answers to the following questions.

1. Why is it safer to walk facing the traffic when on a highway?

_____

2. Why is it dangerous for animals to run loose in the highway?

_____

3. Why should boys and girls obey the bus patrol? Give three reasons.

_____

_____

_____

Write the sayings of Safety Sam on the lines below.

_____

_____

_____

_____

_____

_____

_____

_____

UNIT II. ELECTRICITY AND FIRE PREVENTION

Lesson 7. It's Getting Awful Hot Here*

A RADIO SKETCH. Time: Seven minutes.

Sound: Music of orchestra thirty seconds. Ringing of telephone above music. Fade out music. Telephone continues.

DEEP VOICE. Just enjoying that orchestra, Mary, and then the old telephone has to ring. Bet it's a wrong number.

Sound: Phone continues to ring.

DEEP VOICE. All right. I'm coming.

Sound: Click of receiver being lifted.

DEEP VOICE (angrily). Hello! . . . What? . . . Who is it?

VOICE OF YOUNG BOY. Hello, Mr. Watson, this is Jimmie Mitchell. I'm terrible sorry if I waked you up, but it's getting awful hot over here. Alice and I are all alone. Mother and Dad are out.

MR. WATSON. You were smart to call me, Jimmie; I'll come right over.

Sound: Ringing of door bell.

JIMMIE. Come on in, Mr. Watson, and see for yourself how hot it is. Alice and I don't know what to do.

ALICE (in shrill childish voice). Do you suppose the house is on fire, Mr. Watson?

MR. WATSON. I don't know, Alice. It's sure hot in here! That thermometer says eighty-five. I'll go right down and look at the furnace.

Sound: Footsteps descending wooden stairs.

MR. WATSON. It's hotter yet here and smells smoky. Look, Jimmie! That smoke pipe is red hot! The chimney may be on fire. Run upstairs and tell the operator to send the fire department.

Sound: Scramble of light steps on the stairs.

MR. WATSON. I can check this furnace but I don't want to take any chances.

Sound: Business of fixing furnace . . . slamming metal door . . . and so forth.

MR. WATSON. There, that ought to cool off now.

Sound: Siren and bell of approaching fire engine . . . Then heavy footsteps.

FIREMAN. Say, it's hot in here! Where's the fire?

MR. WATSON. The furnace was overheated. I have checked it but wanted you here to make sure there isn't a fire in the chimney.

Sound: Car stopping . . . setting of brakes . . . door bangs.

MR. MITCHELL (out of breath). What are the fire engines doing here?

MRS. MITCHELL. Oh! Jimmie! Jimmie! Where's Alice?

ALICE. Here I am, Mother . . . I was scared!

MR. WATSON. Jimmie phoned me that the house was getting awful hot, so I came over.

MR. MITCHELL. I'll never be able to thank you enough, Mr. Watson.

MR. WATSON. Oh, that's all right, Mr. Mitchell. The furnace was overheated, but I think I have it cooled off now. We sent for the fire department just in case the chimney might be on fire.

FIREMAN. Let's go down and look things over, just to be sure.

Sound: Footsteps descending the cellar stairs.

New Word: operator

*Used by permission of The National Board of Fire Underwriters, New York, N. Y.

FIREMAN. Looks O.K. now.

Sound: Furnace door slams.

FIREMAN. The chimney is not on fire, but conditions are dangerous here.

MR. MITCHELL. What's wrong?

FIREMAN. That board on the coal bin is mighty hot. In a few minutes more it would have taken fire.

MR. WATSON. The house did smell smoky.

FIREMAN. That pipe is too close to the board. If you want to make it safe, either move the board further away or protect it with metal, or with some other material which will not burn easily. For best results, leave an air space between the wood and the material used to protect it from the fire.

MR. WATSON. That's good advice. I think I'll check up on my furnace, too.

FIREMAN. There is a lot of soot in the furnace, the smoke pipe, and the chimney. They evidently have not been cleaned out for a long time. This should be done every year.

MR. MITCHELL. Before I went out tonight, I put a lot of coal on the fire so it would last. Then I let it burn up for a few minutes, to carry off the coal gas. I must have forgotten to check the drafts.

FIREMAN. That was it. The fire burned up through all that coal and, with conditions as they were, the furnace overheated. This is like forcing a fire in cold weather, and it is not safe.

MR. MITCHELL. I feel terrible about all this, but we are getting some good advice. Have you any other suggestions?

FIREMAN. Well, that brass light socket is dangerous because you might touch it while standing on damp cement and get a severe shock. Porcelain sockets should be used in cellars. Electricity causes many fires, too. Let's look at the fuses. It is best to use only the correct size of fuse, and if one of them burns out, do not bridge it with a coin or piece of metal.

You probably know that all wiring and electrical work should be done by an expert electrician. Also, electrical equipment such as irons and toasters should be shut off when you leave a room.

MR. MITCHELL. The other day I read about a house burning down, and they said it was caused by a careless smoker. Are many fires caused by careless smokers?

FIREMAN. The careless use of smoking materials or matches probably results in more fires than any other single cause. The rules are simple. Remember, just be sure that your match or "smoke" is out before throwing it away.

Keep ash trays handy. One very dangerous practice is smoking in bed. I also recommend that matches be kept out of the reach of children.

MRS. MITCHELL. I cleaned a dress in gasoline last week. A neighbor told me it was dangerous, but I only laughed at her because I had all the windows open.

FIREMAN. Your neighbor was right. Many women lose their lives and hundreds of others are seriously injured because they attempt to clean clothing in gasoline or other highly flammable compounds.

The reason is that these dangerous materials change to vapor, or gas, quickly, forming an explosive mixture with air. Only a tiny flame or spark is required to set this mixture on fire. The result is usually a serious explosion. This may be from a pilot light or cigarette, or even a tiny spark of electricity developed by rubbing the materials together in the cleaning process.

It is never safe to do cleaning this way. Even outside it is just as dangerous unless a strong wind is blowing to carry away the vapor as soon as it is formed.

MRS. MITCHELL. Oh, dear! I'll surely send my clothes to the dry cleaners in the future.

FIREMAN. I'll come over tomorrow if you say so, make an inspection, and suggest what you can do for greater safety.

MR. MITCHELL. We accept your offer.

Sound: Car motor. Bell on fire engine.

New Words: drafts, porcelain, electrical, vapor, explosive

Can You Tell?

1. Why did Mr. Watson ask Jimmie to tell the operator to send the fire department?

2. Why did Mr. Watson shut off (check) the drafts in the furnace?

3. What materials are commonly used to protect wooden floors and walls near stoves and furnaces?

4. How often should the soot be cleaned out of furnaces, smoke pipes, and chimneys?

5. Why is it dangerous to use brass light sockets in a basement?

6. Why should electrical equipment be shut off when you leave the room?

7. Why is smoking in bed a dangerous practice?

8. What is the most important safety rule for every smoker to remember?

9. Why should matches be kept out of reach of little children?

10. Why is it dangerous to use gasoline for dry cleaning?

Questions for Class Discussion

1. What happens to a fire when you close the drafts?

2. When protecting a wall or floor against fire, why should you leave an air space between the wood and the material used for protection? How much space should be left?

3. Why are porcelain light sockets safer for use in damp places than brass ones?

Activities for Fire Prevention Week

1. Make plans for and help carry out a "Fire Prevention Week" program. Ask the Chamber of Commerce, the Safety Council, or the city officials to help you work out a program for the entire community.

Remember that a successful program must be well planned and organized. Such a program should be carried out during International Fire Prevention Week, which is the week including October 9, the anniversary of the great Chicago fire.

Write to the National Fire Protection Association, Boston, Massachusetts, for a copy of *Fire Prevention Week Handbook* (price, 15 cents). Ask for a list of publications.

2. Organize and carry out a "Home Inspection" campaign. See Lesson 11 for suggestions.

3. Ask the Fire Chief or the Safety Council to help you plan and carry out a "cleanup" campaign for the entire community. Plan and help carry out another "cleanup" in the spring of the year.

4. Plan and carry out a parade featuring posters on Fire Prevention Week. Ask the Chief of Police to help you with your plans.

5. Ask the fire station to hold "Open House" during the week.

6. Ask the Fire Department to check over all fire extinguishers in the homes, schools, business houses, and factories.

7. Ask the Fire Department to put on demonstrations of how to use fire extinguishers, how to put out small fires, and what to do if your clothes catch on fire.

8. Ask the Fire Department for the following information: Number of fires in the community during the past year, total property damage, number of deaths, and the number of people injured during the year. Use this information for posters. Make up original problems for your class in arithmetic.

9. Ask someone in your community who has had a fire recently to tell your class why fire insurance never covers the full loss when you have a fire. Ask a local fire insurance agent to talk to you about the value of fire insurance.

10. Help plan and carry out a Fire Inspection program for your school building. See Lesson 7, *Growing Wise with Safety Sam*, for suggestions.

11. Organize and carry out a poster contest during Fire Prevention Week.

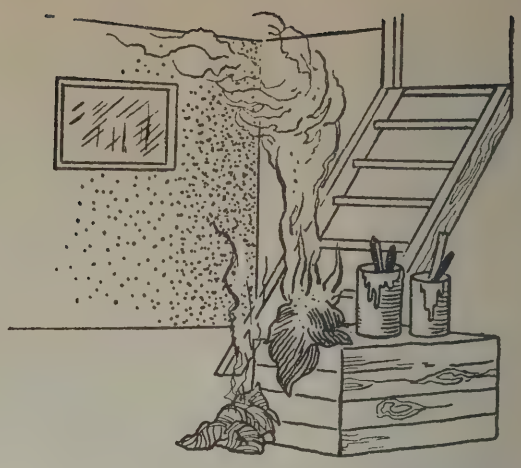
12. Write original stories, poems, and playlets on fire prevention.

13. Prepare talks and special demonstrations and present them to the younger children in your building.

14. Plan and carry out special fire drills during the week.

SAFETY SAM SAYS: MAKE EVERY WEEK FIRE PREVENTION WEEK.

It is safer to bury leaves than to burn them.



Keep oily rags in metal containers.

Lesson 8. Two Words—Both Whoppers*

CHARACTERS

JIM, a boy dressed in sweater and trousers.

MARY, his sister, dressed in school clothes.

GRANNY. (Boy in costume and wig will add humor to the play.)

SCENE

Granny's backyard on an autumn day. Jim and Mary are raking leaves for Granny.

JIM. Say, Mary, what are you going to do with the money you earn raking these leaves?

MARY. Oh, I think I'll put it in my bank for skates. I have almost enough now. What are you going to do with yours, Jim?

JIM. Well, with five cents of it I'm going to buy something good to eat. Chocolate ice cream or . . .

MARY. Down at the bakery they have some cute little apple pies, this big (makes small circle with fingers).

JIM (stops raking and leans on rake). How much?

MARY. Only five cents.

JIM (snaps fingers). That's it! I'm going to buy an apple pie. (Continues raking.) There! I have my leaves all in a pile. Aren't you almost through, Mary?

MARY. Yes, but we can't leave these in a pile.

JIM. Why not?

MARY. Granny said to bury them. She says they are dangerous.

JIM. Oh, for Pete's sake!

MARY. You know we always put oily rags in a tin can.

JIM. Yes, but leaves are different!

MARY (shakes finger). Hush! Here comes Granny now.

(Enter GRANNY walking with a cane.)

MARY. Hello, Granny!

GRANNY. Hello, there. Just thought I'd come out and see how my helpers are getting along.

JIM. I'm all done with my side.

GRANNY (surprised). Done? With those leaves in a pile?

JIM. Sure. We can burn them when it gets colder.

GRANNY (walks over to bench). Hm-mm! Lay down your rakes and come over here for a minute.

(MARY sits on bench beside GRANNY. Jim runs with a jump and lands on ground beside bench.)

GRANNY (to Jim). Are you all there in one piece?

JIM. I think so, Granny.

GRANNY. I believe it's time you folks learned two big words.

BOTH. What?

GRANNY. Spontaneous ignition!

JIM. That's a whopper!

New Words: whoppers, spontaneous, ignition

*Used by special permission of the author and *Safety Education.*

Damp or poorly cured hay may heat and burst into flames when stored in mows or stacks.

MARY. What does it mean, Granny?

GRANNY. Ignition means the process of catching fire or beginning to burn. And spontaneous means by itself.

JIM (sits up and looks at GRANNY). Does it mean something can start burning without anybody striking a match to it?

GRANNY. Exactly.

MARY. That's what happens to oily rags.

GRANNY. So we put them in a . . .

MARY. Metal container with a cover.

JIM. Then if they start burning, the fire will go out because there's no oxygen. I catch.

GRANNY. Now, then, with a pile of leaves . . . .

JIM (surprised). Don't tell me that just plain leaves can start acting up with this spon . . . spon . . . what is it?

MARY. Spontaneous ignition!

JIM. Smart girl! Bet I can say it too. Spontaneous ignition!

GRANNY. Yes, Jim, if dead leaves are left on the ground—especially against a building—a fire may start by itself in that pile of leaves.

MARY. And so we bury them.

JIM. Come on, Mary, guess we better bury those leaves before they start any monkeyshines.

(MARY and JIM start raking leaves.)

GRANNY (rising). Of course, I don't mean to say that every pile of dead leaves is going to start a fire. But it can happen. (Starting off.) Stop in the house when your job is finished. I'll have your pay ready and . . . a little surprise!

JIM (stops raking and steps closer to GRANNY). It is something to eat?

GRANNY. I guess it wouldn't be much of a surprise for any boy if it weren't something to eat. (GRANNY walks toward exit.)

JIM. Let's go, Mary! I'll dig the hole, and you carry the leaves.

MARY. O.K.

GRANNY (turns to add a last remark). And the initials of the surprise are A . . . P. . . and C. (Exit.)

JIM (leans on rake). A . . . P . . . and C. Wonder what it is. Apples . . . prunes and . . . cauliflower.

MARY (laughs). What a grand surprise that would be! Let me guess. A . . . P . . . and C. I have it! Apple pie and . . . and . . .

JIM. Cream! (Jumps in air and waves rake.) That's it! Apple pie and cream! Hurrah for Granny! Hurry up; let's get this job finished.

CURTAIN

(Introduce characters in front of curtain, Granny last if he is a boy. He takes off wig when introduced.)

—By EDITH FOX

New Word: oxygen

Can You Tell?

1. Why did Granny want the children to bury the leaves?

_____

_____

2. What does the word *ignition* mean?

_____

3. What does the word *spontaneous* mean?

_____

4. Why is it safer to bury leaves than to burn them?

_____

_____

5. Why should oily rags and mops be kept in a metal container?

_____

_____

Something to Do

1. Organize and carry out a cleanup campaign in your school or home, or on your farm.
2. Check over your own home to see if oily rags and mops are stored in metal containers.
3. Ask your teacher to explain why a fire must have oxygen before it will burn.
4. Ask someone to talk to your class about the value and importance of fireproof buildings.
5. Ask someone to talk to your class about the dangers of home dry cleaning.
6. Make a list of the common compounds used for home dry cleaning. Find out which ones are highly inflammable and which ones are safe for use. Check your own home to see whether you are using safe dry cleaning compounds.
7. Some kinds of stove polish are dangerous. Check over your own home to see if the polish being used is flammable. Buy only safe polishes. Never polish a stove while it is hot.
8. Use the following words in sentences correctly: *whopper, spontaneous, ignition, oxygen.*

SAFETY SAM SAYS: A GOOD CITIZEN SHOULD KNOW HOW TO PREVENT SPONTANEOUS IGNITION.

Throw the main switch in case of emergency and call the light company or a licensed electrician.

Have all electrical work and repairs made by a licensed electrician.

Lesson 9. Safety with Electricity*

1. What would your home be like without electricity?
2. How does our civilization depend upon electricity?
3. Why is it important to know how to use and handle electrical appliances correctly?

Rules for Safety with Electricity

1. Always ask permission before using any electrical appliance.

2. Remember, the human body, all metals, and water are conductors of electricity.

3. Rubber, glass, wood, porcelain, and cloth are nonconductors of electricity.

4. Since the human body is a good conductor, touching anything that is charged with electricity will result in a shock.

5. Touching two electrical appliances at the same time is dangerous. Why?

6. Be careful about overloading circuits. Two appliances attached to one outlet is usually the safe limit. Too many appliances on the same circuit at the same time will cause the fuse to blow.

7. Use only cords which are in good condition. Loose connections cause short circuits, and worn cords with poor insulation may cause shock or fire.

8. Use reliable electrical appliances instead of poor, cheap ones which can easily cause fire and shock. Before buying cords or appliances look for the label, "Inspected by Underwriters' Laboratories."

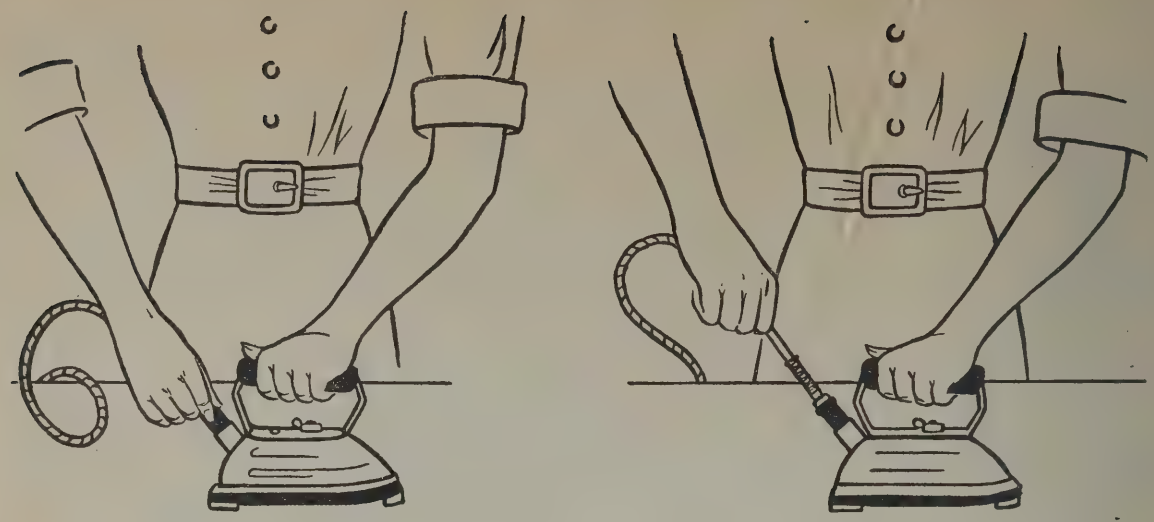
9. All wiring should be done by a licensed electrician. This is required by law in many cities and communities. Whenever it is necessary to make additions or repairs to the wiring, it should also be done by a trained electrician.

10. Become familiar with the master switch and fuse box at home. Learn how to throw the switch to cut off the circuit in case of emergency.

11. Remember, bad shocks may result from touching an electrical fixture or

New Words: appliances, nonconductors, attached, insulation

*Adapted from *Units in Safety Education for Grades V and VI*, published by the National Education Association of the United States, Washington, D. C.



RIGHT WRONG

When removing the plug from outlets or appliances, take hold of the plug itself and do not pull on the cord.

appliance with wet hands. Also remember that it is dangerous to touch an electrical fixture and a water pipe or a faucet or a radiator at the same time. Never turn on a light switch while taking a bath, or while standing on a wet floor. Can you tell why?

12. Disconnect electrical appliances as soon as you finish using them. Many fires have been caused by electric irons which have been left connected. Electric irons and other heating appplliances should be disconnected by removing the cord from the outlet. Such appliances should not be controlled by switches in sockets. Can you tell why?

13. Disconnect electrical appliances carefully. Always take hold of the plug itself and never pull on the cord.

14. Keep all cords and electrical appliances in good order. Have worn cords and broken or damaged sockets or outlets repaired or replaced by a trained electrician.

15. Use only rubber-covered cords on washing machines or other appliances likely to be used out of doors or in damp or wet places. Flexible cords for outdoor use should have metal guards around the lamp.

16. Use a wall socket instead of a lamp socket for electrical appliances. Wall outlets are usually stronger and safer than lamp sockets.

17. It is always dangerous to run flexible cords under a rug, through a doorway, over hot radiators or pipes, or any place where the insulation is likely to be injured.

18. Climbing any pole to which wires are connected is always dangerous.

19. The use of electrical appliances during a severe thunderstorm has sometimes resulted in accidents. It is also dangerous to go swimming during a thunderstorm. Stay away from wire fences, iron posts, and trees during a thunderstorm. Can you tell why?

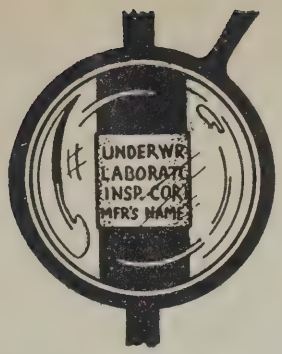
20. Remember, flying a kite may change from fun to sorrow if you use wire for the frame or the lead string and allow your kite to touch overhead wires. Can you tell why?

21. When buying flexible cords, make sure they are the correct size and insist on cords approved by the Underwriters' Laboratories. Look for the label. It is the sign of quality and safety.

22. Buy only fuses which are approved by the Underwriters' Laboratories. Look for the label. If a fuse burns out, don't fix it with a penny. This may overload the wires and cause a fire. Use only fuses of the proper rating. Keep a supply of approved fuses on hand for emergency use when one burns out.

23. Use electrical toys which have been inspected by the Underwriters' Laboratories. Look for the label. Be sure the cord is in good condition.

New Words: flexible, approved, disconnect



When you buy a light cord, look for this label.

Look for this label on fuses.

24. Any wire might be a live wire. If you see a loose wire, guard it, letting no one get near it while someone else runs to inform an older person.

25. If someone suffers an electric shock, use a *dry* lasso rope or a *dry* plank to pull or push him away from the live wire. DO NOT TOUCH HIM WITH YOUR HANDS. Call a doctor or tell an older person immediately.

Can You Tell?

1. What is the most important safety rule for using an electric iron?

_____

_____

2. What materials are good conductors of electricity? Name five.

_____

3. What materials are nonconductors of electricity? Name five.

_____

4. Why is it dangerous to use cords with broken insulation?

_____

_____

5. Why is it dangerous to touch electrical fixtures with wet hands?

_____

_____

6. What is the proper way to remove the plug from an electrical applicance?

_____

_____

7. What kind of cords should be used on washing machines and in wet places?

_____

8. Why is it dangerous to climb any pole to which wires are connected?

9. What would you do if you saw a loose wire in the street?

10. Why is it dangerous to use a penny to replace a burned-out fuse?

Something to Do

1. Learn the meaning of the following electrical terms: *cord, plug, socket, bulb, fuse, switch, insulation, short circuit,* and *shock.*

2. Arrange an exhibit of conductors and nonconductors of electricity.

3. Find out how electricity is made. Visit a power plant.

4. Describe activities which might result in a bad shock. Make a list of these activities.

5. Make a scrapbook of electrical appliances. Find or draw a picture of each appliance and write a safety rule for the use of each one.

6. Make a list of the electrical conveniences in your own home. Ask your parents to show you how to use each one correctly and safely.

7. Make posters showing how to use electrical appliances correctly and safely.

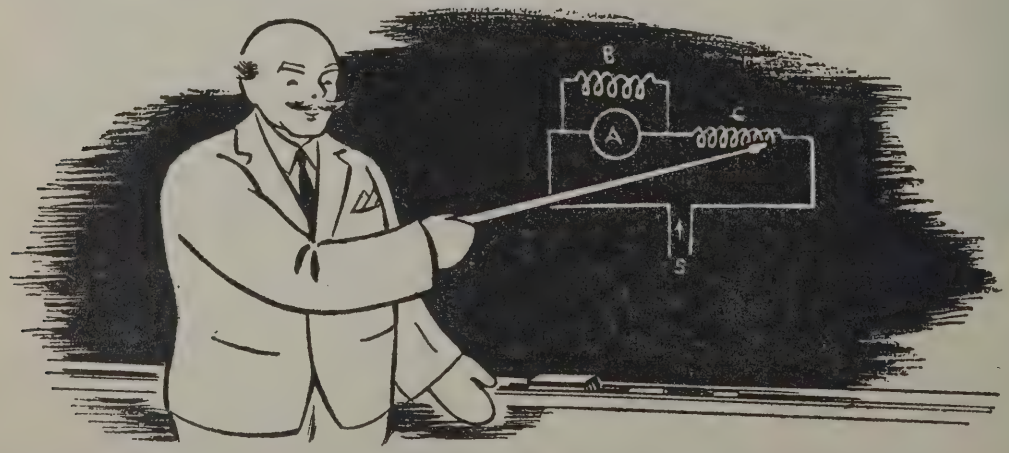
8. Visit an electrical shop. Ask the manager to demonstrate the safe use of the common electrical appliances found in a modern home.

9. Ask an official of the Light Company to demonstrate the safe way to remove a victim from a live electric wire.

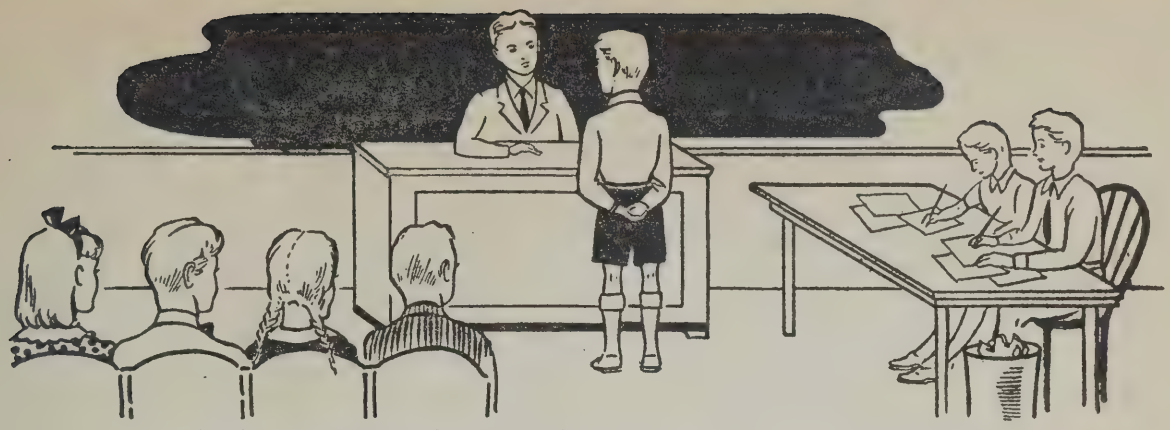
10. Find out the correct rating of the fuses being used in your home. Ask your parents to show you how to replace a burned-out fuse correctly and safely. Also learn how to turn off the main switch in case of emergency.

11. Write to the International Association of Electrical Inspectors, New York, N. Y., for a copy of *Electric Service with Safety* (single copy free).

New Words: conveniences, demonstrate



SAFETY SAM SAYS: A SHORT CIRCUIT MAY MEAN A SHORT LIFE.



"Eddie, you are found guilty of breaking the laws of fire prevention."

Lesson 10. An Ounce of Prevention*

CHARACTERS

EDDIE
JUDGE
ATTORNEY FOR FIRE PREVENTION
ATTORNEY FOR EDDIE
WITNESSES FOR MATCHES, TRASH, PAINT-SOAKED RAGS, AND FIRE INSPECTION BLANK
FOREMAN OF JURY

SCENE I. Living room of Eddie's home. EDDIE sitting in a chair, studying.

EDDIE (turning pages of book). What's this? Oh, the fire inspection blank. I'd forgotten all about it. Oh, well, we don't have to return them until the day after tomorrow. (He stuffs the blank back into the book.) I don't see why we have to fill them out anyway. We've never had a fire in our house, and besides, Mother and Dad can look after those things. (He flips a page or two of the book.) Gee, I'm tired. (He yawns, flips another page, and starts reading again. Gradually his eyes close, his head sags, the book slips to the floor. Eddie sleeps.)

CURTAIN

SCENE II. The Fire Prevention Court. The JUDGE sits at the bench. At a table before him are the two attorneys and Eddie. Witnesses sit at one side. The Jury sits at the other side.

JUDGE. The defendant, Eddie, is charged with failing to protect his home and his town against fire.

ATTORNEY FOR FIRE PREVENTION. Your Honor, we will prove that the defendant has been very careless in handling fire and in neglecting to correct fire hazards. I shall call the first witness for fire prevention—the Witness for the Matches.

(WITNESS FOR MATCHES takes stand.)

JUDGE. Tell your story.

WITNESS FOR MATCHES. Though he has been taught that matches are dangerous, Eddie sometimes plays with them. He has been known to light matches and toss them aside, although he knows that "A match has a head but can't think, and it should never be allowed to go out by itself."

ATTORNEY FOR EDDIE. I object, Your Honor. Eddie takes matches only for making campfires. He may forget to put back all the unused matches, but he dosen't do it on purpose.

JUDGE. Overruled. Next witness.

ATTORNEY FOR FIRE PREVENTION. The Witness for the Attic Trash will take the stand. (WITNESS goes to chair.)

JUDGE. What is your story?

WITNESS FOR ATTIC TRASH. Last Saturday Eddie's mother asked him to clean up the attic. But in the morning he played ball, and in the afternoon he listened to a ball game on the radio. The trash is still untouched.

ATTORNEY FOR EDDIE. Your Honor, Eddie really planned to clean out that

New Words: defendant, hazards

*Used by special permission of the author and *Safety Education*.

trash, but his team needed him in the morning. He's a champion shortstop. And in the afternoon—well, the World Series is being played, you know.

JUDGE. I'm a baseball fan myself, but life must be made safe before it can be enjoyed. The next witness, please.

ATTORNEY FOR FIRE PREVENTION. The Witness for the Paint-soaked Rags is next, Your Honor.

JUDGE. The witness will take the stand. (WITNESS takes chair.)

WITNESS FOR PAINT-SOAKED RAGS. Last week Eddie gave his bicycle a new coat of paint. He used several old rags to wipe up the drippings, and when he finished, he tossed them into a corner of the garage. A fire might start in these rags by spontaneous ignition.

ATTORNEY FOR EDDIE. In defense we must remind the court that no fire has yet started; also that Eddie was so excited when he finished his painting that he forgot all about the rags, especially when all the fellows in the neighborhood came over to see the bike.

JUDGE. The fact that no fire has started is no defense. The hazard is still there. Are there any more witnesses?

ATTORNEY FOR FIRE PREVENTION. One more, Your Honor—the Witness for the Fire Inspection Blank. (WITNESS takes the stand.)

JUDGE. What can you add to the facts in the case?

WITNESS FOR FIRE INSPECTION BLANK. Fire inspection blanks have been distributed in Eddie's school, and everyone has filled them out except Eddie. He has stuffed his into a book, where he'll never remember to look for it. If his teacher gives him another blank at the last minute, he'll fill it out in a hurry and won't do a good job of inspection.

ATTORNEY FOR EDDIE. I object, Your Honor. Eddie has been so busy that he hasn't had much time for inspections. Anyway, why shouldn't his parents do this instead of Eddie?

JUDGE. Eddie has much more time than his parents, who are really busy earning a living and keeping house. He should be glad to do this service for his parents in return for all they are doing for him. Doing this will train him to be both a good citizen and a safe one.

ATTORNEY FOR FIRE PREVENTION. Your Honor, we rest the case for Fire Prevention.

ATTORNEY FOR EDDIE. Your Honor, I should like to point out that Eddie is a good fellow at heart. He may be thoughtless or forgetful, but he isn't a firebug. If he is given another chance, I am sure he will promise to be more alert for fire hazards in the future.

*JUDGE (turns to Jury). You have heard the evidence. What is your decision?

*(Jury goes into brief conference.)

*FOREMAN OF JURY. We find the defendant, Eddie, guilty of carelessness with fire and fire hazards.

(*These paragraphs may be omitted if the class is too small to permit use of a jury.)

JUDGE. The defendant will please stand. (EDDIE stands before bench.) Eddie, you are found guilty of breaking the laws of fire prevention. I sentence you to spend your whole life wandering about the earth, stamping out lighted matches, cleaning trash out of attics, inspecting people's homes for fire hazards. You will never rest; never hear another ball game. Every hour of the day you will follow your endless hunt on the trail of fire . . . .

EDDIE (wringing his hands). Oh, no, no! I'll do anything! I'll . . . .

CURTAIN

SCENE III. Living room of Eddie's home. EDDIE in chair, awakening with signs of protest.

EDDIE. No, no! I'll do anything . . . . (He straightens up and looks about him.) Gee, what a narrow escape! Am I glad it was only a dream! They had an air-tight case against me, too. (He picks up the book and fumbles through it.) Let's see. Where did I put that inspection blank? (Finds the blank and gets to his feet.) I'm going to start work on this right away!

—— CURTAIN ——

By JULIANNE STEVENS

New Words: evidence, omitted

For Class Discussion

1. Discuss the meaning of democracy. Talk about the Bill of Rights, especially the right of trial by jury.
2. What is meant by the saying, "An ounce of prevention is worth a pound of cure"? How does this saying apply to the annual inspection of your home for fire hazards?
3. How does a fire in one home endanger the lives and property of other people?
4. What did the Judge mean when he said to the Jury, "You have heard the evidence"?
5. What did the Judge mean when he said, "Eddie, you are found guilty of breaking the laws of fire prevention"?
6. Was the sentence a just one?

Can You Tell?

1. Why is it important to keep all rubbish and trash cleaned up and burned?

_____

2. Why is it dangerous for children to play with matches?

_____

3. What should Eddie have done with the paint-soaked rags?

_____

4. What can a good citizen do to prevent fires in his own home?

_____

_____

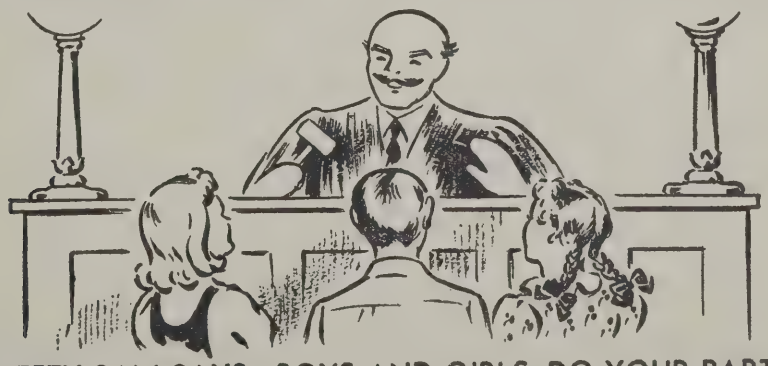
5. Why should every home be inspected for fire hazards at least once every year?

_____

_____

Something to Do?

1. Learn the play and present it to an assembly or to other rooms in your school.
2. Find the meaning of the following words in your dictionary: *defendant, hazards, evidence,* and *omitted.* Write the meanings in your Safety Dictionary. Use these words in sentences correctly.
3. Write an original play on Fire Prevention, using other hazards as witnesses.



SAFETY SAM SAYS: BOYS AND GIRLS, DO YOUR PART AND MANY FIRES WILL NOT START.

Lesson 11. Home Fire Prevention Inspection Blank*

To the Teacher: Make sure that every pupil understands exactly what he or she is to do before attempting to carry out the home inspection. Take part of the class period for a thorough discussion of the "Questions to Be Answered" and the "Suggestions" on pages 36 and 37. Let the pupils take their books home and fill in the answers to all questions. The children should ask their parents to help make the inspection and to correct all fire hazards found during the checkup.

Questions to Be Answered

1. Name of parent_____

   Address_____
2. Is there any rubbish, such as old papers, magazines, rags, broken furniture, or other trash, in the attic? _____ In the basement? _____ In or near the barn or garage or other outbuildings? _____ If so, will it be removed at once and not be allowed to collect in those places? _____ (See "Suggestions," Nos. 2 and 3.)
3. Are the floors under stoves protected by metal? _____ Are the walls, ceilings, and woodwork protected from overheating of stoves, furnaces, and smoke pipes? _____ (See "Suggestions," No. 7.)
4. What do you do with the ashes from stoves and furnaces? _____ (See "Suggestions," No. 2.)
5. Of what material are the chimneys built? _____ Are they in good repair? _____ Have they been cleaned within the past year? _____ (See "Suggestions," No. 8.)
6. Are there any unused stove pipe holes, or other openings, in the chimneys? _____ If so, how are they guarded? _____ (See "Suggestions," No. 8.)
7. Do all stove pipes and furnace pipes go direct to chimneys? _____ Do any pipes pass through roof or side of house? _____ Or through attic or closets, or under stairs, or any other hidden space? _____ (See "Suggestions," No. 9.)
8. Is there a good foundation under the house? _____
9. What is the material of the roof of your house? _____

   Is it in good condition? _____

*Used by permission of the Western Actuarial Bureau, Chicago, Illinois.

10. Do you keep your matches in a safe container, away from heat, and out of reach of small children? _____ (See "Suggestions," No. 1.)

11. Do you use an oil mop (so-called "dustless")? _____ Or oily rags or waste for dusting or polishing furniture, floors, or woodwork? _____ How are these cared for after using? _____ _____ (See "Suggestions," No. 4.)

12. Do you keep or use gasoline or naphtha in or about your home? _____ If so, for what purpose? _____ (See "Suggestions," No. 5.)

13. Do you ever keep or use kerosene or coal oil in or about your home? _____ If so, for what purpose? _____ (See "Suggestions," No. 6.)

14. Do you use electric irons? _____ Or other electric appliances? _____ Is there a good metal stand for the iron? _____ Is there a "pilot light" on the connection? _____ (See "Suggestions," No. 12.)

15. (Where artificial or natural gas is used.) Are any gas connections made with flexible tubing or rubber hose? _____ (See "Suggestions," No. 10.)

16. How is your home heated? _____ How is it lighted? _____ (See "Suggestions," Nos. 7 and 11.)

17. Are there any other conditions in or about your home that are "fire dangers"? _____

18. Have you any fire extinguishers? _____ Do you know how to use them? _____ Have they been recharged within the past twelve months? _____

19. Do you know how to report a fire? _____ What telephone number would you call? _____ Is there a fire alarm box near your home? _____ (See "Suggestions," No. 15.)

20. WILL YOU PLEDGE TO BE CAREFUL WITH FIRE? _____ AND TO ASK THE OTHER MEMBERS OF YOUR FAMILY TO BE CAREFUL WITH FIRE? _____ AND TO REMOVE ANY FIRE DANGERS WHICH YOU MAY FIND? _____

21. This inspection was made by _____

New Word: naphtha

1. Keep matches in a strong metal box, out of the reach of small children. Teach children the dangers of playing with fire. Never go into closets with lighted matches or candles; use an electric flashlight.

2. DON'T allow rubbish or trash to collect or pile up anywhere around the home, especially in the basement or in the attic. Provide metal containers for ashes. If ashes are emptied outdoors, be careful not to dump them near outbuildings or fences. Put all rubbish and trash in a separate container, never in with the ashes.

3. DON'T burn leaves, grass, rubbish, or trash near buildings or fences. Never let children build, or play around, bonfires. If you must burn trash and rubbish in order to get rid of it, always use a trash burner made of metal or other material that will withstand fire. Always put a cover on the trash burner to keep sparks from going up with the heat.

4. Oily rags or waste used for cleaning and polishing furniture, floors, or woodwork should be burned after using or, if kept, placed in a metal can with tight cover. DON'T put oil mops (so-called "dustless") in any close space, such as closets, pantries, broom closets, under stairs, or in other hidden or out-of-the-way place. Lack of air and ventilation may easily cause such oily rags or mops to catch fire by spontaneous ignition.

5. Many people still use gasoline or naphtha in their homes for cleaning clothing, silks, and woolens, sometimes for floors and tile or enamel. DON'T DO IT! These liquids are highly explosive, and their vapors may easily be touched off by a chance spark or flame. The rubbing together of the material being cleaned causes static electricity to build up, and this may furnish the fatal spark.

Many homes are destroyed and many people are injured or killed each year in the explosions and fires which result from this ill-advised method of home dry cleaning. A quart of gasoline or naphtha has the explosive force of twenty-one sticks of dynamite. DON'T TAKE SUCH CHANCES.

6. Kerosene or coal oil is very much like gasoline, and it, too, will explode and burn. It should NEVER be used to kindle or quicken fires in stoves or ranges. Many homes are destroyed and many people are injured or killed each year in the explosions and fires which result from this dangerous method of starting fires. DON'T TAKE SUCH CHANCES.

7. Always place metal protection (zinc boards) under all heating stoves, cook stoves, and ranges, extending at least eighteen inches in front to protect the floor against hot coals. Where any stoves or furnaces or smoke pipes are close to woodwork, walls, or ceilings, provide metal protection with air space.

Stoves having open-flame burners should be specially guarded, so that no curtains or clothing may come in contact with the blaze. Open fireplaces should be provided with screens or guards to prevent sparks from snapping out on rugs and carpets or clothing.

8. All stove pipes, chimneys, and flues should be examined each year before starting fires for the winter. Have all soot cleaned from pipes and flues, and if chimneys have any cracks or loose bricks, have them pointed by a reliable brickmason. Any unused openings (flue holes) in chimneys should be bricked up or covered with a tight metal cap. Never cover up an open flue hole with wallpaper or with a board.

9. Stove pipes should always go directly from stoves to chimneys, and not be passed through floors and walls to reach the chimneys. Never allow stovepipes to be passed through roof or side of building, or through an attic or closet, or under a stairway. "Hidden" stove pipes cause many fires in homes, especially in severely cold weather. It is much safer to build another chimney than to take chances with long runs of stove pipe.

New Words: ventilation, static, fatal

10. Where natural or artificial gas is used, the gas stoves, gas heaters, gas plates, or gas lights should not be connected up with flexible tubing or rubber hose, as this easily breaks and causes leaks. Use instead the regular iron gas pipe. GUARD AGAINST LEAKING GAS, and never search for leaks with open flame lights, matches, or candles; use an electric flashlight.

11. Don't hang electric wires and lamp cords on nails, hooks, or other metal supports, nor permit the use of long runs of lamp cord for permanent wiring. Employ a reliable electrician to put in any extra wiring that is needed. See that your fuse plugs are the correct size for safety. These are your "safety valves" for your electrical system, and should be carefully looked after.

12. Don't leave electric stoves, irons, toasters, hot plates, or heaters unattended. Always turn off the current, or pull out the plug, after using. A "pilot light," which shows when the current is "on," should be used with all such appliances. Be extra careful with electric irons (flatirons), as they may quickly become overheated and cause a fire. A strong metal stand for the iron should be provided to protect the ironing board.

Don't overload electrical circuits by attaching too many household conveniences at one time. If the use of such appliances causes your fuses to blow out, it means that the circuit is overloaded, and you should immediately call an electrician to provide additional circuits.

13. If there are smokers in your home, caution them not to throw away lighted matches, cigars, or cigarettes, or to leave them lying on any surface which might catch on fire. Be sure the stubs are "cold" before throwing them away.

14. At Christmas time, don't use cotton or paper for decorating the children's Christmas tree, or for making a wig or whiskers for Santa Claus. Use mineral wool (asbestos) instead of cotton, and tinsel or glass decorations instead of paper ones.

Don't use candles for lighting Christmas trees. Fires from this cause have destroyed many lives and much property. After the holidays are over, see that the trees and decorations are taken away, as they become dried out and may catch fire.

15. If there is a fire alarm system in your city, be sure that all members of your family know where the nearest fire alarm box is located, and that they know how to turn in an alarm. When you pull the alarm at a street box, stay there until the firemen arrive and are directed by you to the fire.

Fires may also be reported by telephone. Learn which number to call, or say to the operator, "I want to report a fire." She will connect you with the fire department (or take the alarm if no fireman is on duty at fire station). Don't leave the telephone until you know that the alarm and the location of the fire have been correctly received by the fire department (or the operator).

New Words: asbestos, tinsel

SAFETY SAM SAYS: A HOME INSPECTION IS FIRE PROTECTION.

Lesson 12. Test Yourself

Wise or Foolish?

Read each sentence or group of sentences. If the person did a wise thing, write "Wise" on the line at the right. If the person did a foolish thing, write "Foolish."

1. Jimmie Mitchell called Mr. Watson and told him it was getting very hot in the house. _____
2. Mr. Watson told Jimmie to tell the operator to send the fire department. _____
3. Mr. Mitchell did not check the drafts on the furnace before going away from home. _____
4. Jim decided to bury the leaves instead of burning them. _____
5. Mary always burned oily rags at once or put them in a tin can. _____
6. Mr. Jones always employed an expert electrican to repair wiring and electrical appliances. _____
7. Mrs. Watson never attached more than two electrical conveniences to one outlet at the same time. _____
8. Mr. Brown used a penny to repair a burned-out fuse. _____
9. Mrs. Adams never bought electrical toys unless they were approved by the Underwriters' Laboratories. _____
10. Eddie tossed some paint-soaked rags in the corner of the garage. _____
11. Mr. Andrews put a large piece of asbestos on the wall back of the furnace pipe. _____
12. Mrs. Jackson always stored her dustless mops in a small closet with poor ventilation. _____
13. Sally always used tinsel and glass decorations on her Christmas tree. _____
14. Robert learned how to throw the main house switch in case of emergency. _____
15. Henry made a new kite in the school shop. He made the frame of wood and attached a strong cotton string to it. _____

Something to Do

1. Write four rules for the safe use of electricity.

2. Write four rules for preventing fires in the home.

3. If your clothes should catch fire, DO NOT RUN. If possible, lie down and roll up in a blanket, rug, or big coat. Wrap it around your neck first and roll up in it tightly; it will smother the fire.

If no wrapping is handy, lie down and roll over and over slowly, keeping your arms crossed in front of your face to prevent breathing the flames. Dramatize the correct way to smother a fire in your clothing.

4. Ask a member of the civilian defense council to demonstrate the correct methods of putting out fires started by bombs.

5. Ask a member of the civilian defense council to talk to you about home safety during air raids.

6. Ask your teacher to show you how to make static electricity with a piece of fur or silk.

7. Prepare a special report on the uses of asbestos. Read your report to the class.

8. Find the meaning of the following words in your dictionary: *naphtha, ventilation, static, fatal, asbestos, tinsel,* and *civilian.* Write the meanings in your Safety Dictionary. Use these words correctly in sentences.

Write the sayings of Safety Sam on the lines below.

New Word: civilian

Franklin discovered that lightning and electricity are the same thing.

UNIT III. FARM AND HOME SAFETY

Lesson 13. Thunder and Lightning*

Lightning is the same thing as the light in an electric lamp. It is electricity. There is a very little bit of it in the light bulb, but in one flash of lightning there is twenty times as much electricity as all the people in the world use in a day and a night.

Nature wastes a great deal of her electricity, because there may be a hundred flashes of it in a single storm, and there are nearly two thousand thunder storms going on all over the world every minute of the day.

Benjamin Franklin was a famous writer of wise sayings. He wrote:

"Early to bed and early to rise
Makes a man healthy, wealthy,
and wise."

"A stitch in time saves nine."

But Mr. Franklin was interested in other things than wise sayings. He was interested in finding out why so many strange things happened in the world every day.

He wanted to know whether the electricity he made with a cell in his workshop was the same thing as the lightning that he saw in the sky during a storm. He had an idea that the little spark that he could make was the same thing as the big spark in the cloud.

In 1752 he tried to find out about the lightning. He made a kite and fastened an iron key to it. When a thunder storm came up, he went out and flew his kite up toward the cloud. People tried to stop him, for they thought that he would surely be killed by the lightning.

He knew that if the lightning was the same thing as electricity, the key would attract some of it. He was right. The key was struck by a little flash of lightning and the shock traveled down the wet string to his hand. It is a wonder he was not killed.

When the moisture in the air condenses on a tiny grain of dust, in some way the little drop becomes charged with electricity. That is, some of the electricity that is always in the air gathers on the little drop of water. Then when the air gets cold and the drops go together to make rain drops, some of the electricity cannot stay on the drops because there isn't room for it and it has to get off.

When millions and millions of drops of water are pushing off little bits of electricity, it all goes together and makes up one big flash of lightning. The big flash of lightning is really just millions and millions of tiny little ones.

Flashes of lightning may go from one cloud to another or they may go to the ground. When they go to the ground, they sometimes strike trees and split them open. Sometimes they hit a house and set it on fire.

Lightning may hit a wire fence and travel along the wire just as electricity travels along a wire to a lamp. If cows or horses are leaning on the wire in a pasture, they may all be killed at once.

New Words: attract, moisture, condenses

*Used by special permission of the Follett Publishing Company, Chicago, Illinois.

Farm buildings should be protected with lightning rods.

Lightning is very hot. When it strikes a house, the heat may start a fire. If it hits a tree, the great heat turns the sap into steam so quickly that it must escape and it splits the tree open.

To protect them from the lightning, farmers put tall rods up on the roofs of their houses and barns. These rods are connected to a wire that runs into the ground at the side of the building. People used to think that the rods attracted the lightning and it struck the rod instead of the roof and the rod carried it through the wire down into the ground. This is not what happens at all. The rod helps to make the lightning strike somewhere else.

There is electricity in everything. It is in the ground. That which is in the ground comes up through the rods and goes into the air. The lightning does not want to strike in a place where there is other electricity coming out, so it goes somewhere else to come down.

The safest place in a thunderstorm is in the house. There are many queer old ideas about storms. Open windows do not attract lightning as people used to think. Beds are no safer than chairs. A closet is no safer than anywhere else in the house. Not one person in a million is killed by lightning. No one need to be afraid of it. Very few houses are ever struck.

Out of doors, the safest place is not under a tree, for trees are often struck. Any tall object may be hit. Keep away from hilltops and wide open spaces, and also wire fences. In open fields and mountains men have saved themselves by lying flat on the ground. If no other kind of protection is at hand, seek shelter in a cave, a deep valley, under a cliff, or in a grove of trees.

Although it is the most powerful thing in the world, lightning seldom does any damage. There is no reason for people to be afraid of it. If it could be caught and saved, it would run all the machinery in the world and no one would ever have to work.

The lightning does not make any sound. It makes the light that everyone sees, like the light of a million lamps all put together. But along with the flash comes a long roll of noise, which people call thunder. It is sometimes so far off that it is just a faint mutter; at other times it is so close overhead that it sounds like cannons going off one after the other, so loud and close that they shake the house.

The noise of the thunder is what frightens people more than the flash of lightning, although the thunder could not possibly do anything any harm. Before people knew what made the thunder, they often made up stories about it.

The people of Norway many years ago said that one of their gods, Thor, had a great hammer which he threw across the sky at his enemies. It went so fast that it made the flash of lightning. Then it returned to Thor's hand of its own accord. The noise of its striking was the thunder.

When the lightning goes through the air, it pushes the air away. After it has gone, the air rushes in again to fill up the space. It is the air rushing in that sets up great sound waves which we hear and call thunder.

The sound of the thunder does not reach us until some time after the light-

New Word: accord

ning flash because, although they are made at the same time, the light waves travel thousands of times faster than the sound waves.

We can tell how far the lightning is away by counting the seconds it takes the sound of the thunder to reach us. If it takes the sound five seconds to reach us, the lightning was a mile away. If it takes ten seconds, the flash was two miles away. Before the sound reaches us, the lightning has already struck somewhere.

Sometimes we can see lightning, but hear no thunder. The lightning is very far away. The waves of sound have become very weak before they reach the earth and have been caught by the warm air coming up from the ground and carried up again.

Thunderstorms usually come in the afternoon or evening, and sometimes at night. A thundercloud can always be told by its heavy gray and purple look. Just before it starts to rain, a cold wind will come. This is cold air driven in front of the cloud.

Thunderclouds are always close to the earth, sometimes not more than a mile up. Airmen can fly over them and see the sun shining on the top. People high up in the mountains can see the storm down along the side of the mountain and hear the thunder and see the lightning while the sun is shining brightly around them.

In Norway the weather is often more severe than in other countries because it is a land of mountains and is very near the sea. There are thunderstorms in the middle of the night and sometimes in the winter. Both of these storms are very severe, especially the winter thunderstorms.

In America the thunderstorms seldom come in the winter, just an occasional one in November or February. We do have them at night, also, but they come oftener in the hot part of the day. If they come in the evening, they usually clear away and the stars shine again before very long.

Cloudbursts come from the clouds that look like ordinary black thunderclouds. Lightning plays through them, and then something happens, no one knows exactly what, and they drop all the water they are carrying at once.

Usually this happens when the cloud floats against a mountain. So much water coming down all at once sometimes starts a landslide on the side of the mountain, causing much damage to the villages in its pathway.

—Adapted from *The World's Moods*
By MARYANNA HEILE

Something to Do

1. Find and read other stories about Benjamin Franklin.
2. Read *The World's Moods* by Maryanna Heile.
3. Find the meaning of the following words in your dictionary: *attract*, *moisture*, *condenses*, *accord*, *occasional*, and *ordinary*. Explain the meaning of "Thor's hammer returned to his hand of its own accord."

New Words: occasional, ordinary

Lesson 14. Lightning and Electricity

Read each sentence. If it is true, write "Yes" on the line at the right. If it is not true, write "No" on the line. Check your answers by reading again the story about "Thunder and Lightning" in Lesson 13.

1. Lightning is the same thing as the light in an electric lamp. _____
2. Benjamin Franklin was a famous writer of wise sayings. _____
3. Flashes of lightning may strike a house and set it on fire. _____
4. Lightning never strikes a tall tree. _____
5. Lightning rods are used to protect houses and barns. _____
6. The safest place during a thunderstorm is in the house. _____
7. Lightning makes a loud noise. _____
8. Thunderclouds are always close to the earth. _____
9. Cloudbursts come from the clouds that look like ordinary black thunderclouds. _____
10. When the moisture in the air condenses on a tiny grain of dust, in some way the drop becomes charged with electricity. _____

Can You Tell?

1. How did Franklin discover that lightning and electricity are the same thing?
2. What makes the lightning flash?
3. Why do farmers use lightning rods on their buildings?
4. Why is it not safe to stand under a tall tree during an electric storm?
5. What makes the noise called thunder?
6. Why is it dangerous to be near a wire fence during an electric storm?

Something to Do

1. James saw a flash of lightning in a distant cloud. Fifteen seconds later he heard the thunder. How far away was the lightning?
2. Find and read stories about cloudbursts, floods, and landslides.
3. Ask a contractor to tell you about the importance of building codes, and how they protect you in the construction of buildings.
4. Ask an electrician to explain the construction of an electric fence.
5. Make a list of the many uses of electricity in your home and community.

New Word: construction

Wire fences should be grounded to protect livestock from lightning.

Wire Fences Should Be Rodded*

Rodding on a farm should not be confined to the house, the barn, the silo, and other structures, but should be extended to include all wire fences. Horses and cattle frequently drift along with a storm until they come to a fence. If it is a wire fence, it may become highly charged with electricity.

Anyone who has lived in the country appreciates what may happen under these circumstances. If a wire fence is well grounded, at least at every corner, electric charges will travel along the wires until they come to a ground wire. Then they will be carried harmlessly into the ground.

A satisfactory ground can be made with a piece of No. 9 wire. Simply push one end of the large wire into the ground at least three feet and connect up the other end with the wires on the fence. If the ground wires are allowed to extend a few inches above the top wire of the fence, they will prevent strokes of lightning in their vicinity in the same manner as the rod points do on a building.

Where a fence is connected to a building, it should be grounded at the post nearest to the structure and, in addition, the ground rod on the building should be connected to the fence. Can you tell why?

Something to Do

1. Ask an electrician to talk to you about the value and use of "grounds" on radios, telephones, fences, and power and telephone lines. Ask him to demonstrate the use of rods, pipes, clamps, and other materials used in making grounds.

2. If you live on a farm, ask your parents to check over their buildings and fences to see if they are properly protected against lightning.

3. Find the meaning of the following words in your dictionary: *construction*, *confined*, *structures*, *circumstances*, and *harmlessly*.

New Words: confined, structures, circumstances, harmlessly

*From *Safeguarding the Farm Against Fire.*

SAFETY SAM SAYS: KEEP AWAY FROM FENCES DURING ELECTRICAL STORMS.

A wise farmer keeps his buildings, fences, and equipment in good repair.

Lesson 15. Safety on the Farm

1. What are some of the special dangers associated with farm life?
2. How can rural people protect themselves against the hazards of farm life?
3. Why are some farms safer places to live and work than others?

The Farm Yard

Many farm accidents can be prevented by keeping buildings, fences, and equipment in good repair, and by keeping tools and machinery stored in safe places when not in use. Every farmer should give special attention to the following suggestions for preventing accidents in and around the farm yard.

1. Keep farm buildings in good repair. Old buildings which are unsafe for use should be either repaired or torn down. Remember, it is easier, and much less expensive, to repair buildings than to repair bones.

2. Keep at least two good strong ladders for climbing to high places. Never use old boxes or barrels for ladders. Can you tell why?

3. Keep all machinery in good repair and stored in safe places. Broken machinery should be either sold to the junk dealer or hauled away to the dump yard at once. A good shed for machinery will not only save money but may also save a life. Remember, the life which you save may be yours.

4. Keep farm tools in good repair and stored in safe places. It pays to have a place for every tool and to keep every tool in its place.

5. Keep fences in good repair. Poor fences not only make a farm look unsightly, but they endanger the lives of the people and animals living on the farm. It is dangerous to leave old rusty wire scattered about over the farm.

6. Wells and cisterns should be protected at all times. Keep the covers and platforms on wells and cisterns in good repair and fastened securely. Old wells and cisterns which are no longer used should be filled up at once. Water tanks should be protected so that little children cannot fall into them.

7. Keep loose boards picked up and stored in safe places. Make it a rule to remove all nails from boards before throwing them away or placing them in storage. Can you tell why?

8. Tin cans, rusty nails, broken glass, and rubbish of all kinds should be hauled away to a safe dumping ground at once.

Be careful not to spill gasoline.

Courtesy, National Board of Fire Underwriters

Fill lamps by daylight only.

Gasoline Engines*

The gasoline engine is the chief source of power on most of the farms of America. Therefore, it is especially important that farmers know how to store and use gasoline safely.

It is always dangerous to store gasoline in the house, barn, or any large building on the farm. Large supplies of gasoline should be stored at least seventy-five feet from any frame building, or better yet, under ground. Even small quantities of gasoline should be stored in an outbuilding away from the other farm buildings.

Static electricity in connection with the use of gasoline is an ever-present danger, especially when this fuel is being transferred from one container to another. In filling the tank of an automobile, tractor, or any other "gas" engine, the metal end of the filling hose should always be in continuous contact with the mouth of the tank. Static charges of electricity will then be rendered harmless. Can you tell why?

Automobiles, trucks, and tractors should not be stored in a barn where there is hay, straw, or other highly flammable material. Can you tell why?

Lamps, Lanterns, and Oil Stoves*

Where the house is either heated or lighted with oil or kerosene stoves or lamps, the supply of fuel should be stored in an outbuilding, and the tanks should never be filled while the stoves or lamps are lighted. It is also important to keep the burners clean and to boil them occasionally in soda water or soapsuds.

Oil lamps should have broad, heavy bases and be made of metal. They should never be placed near the edge of a table or near curtains, or be left burning without someone being present.

Brooder lamps are often lit and placed in the chamber without careful inspection to see that the wick is turned to the right height. One farm woman who was guilty of this form of carelessness was summoned by smoke and the cries of alarmed young chicks just in time to extinguish what, in five minutes more, might have developed into a serious fire, for the brooder house was near the rear of the farm home.

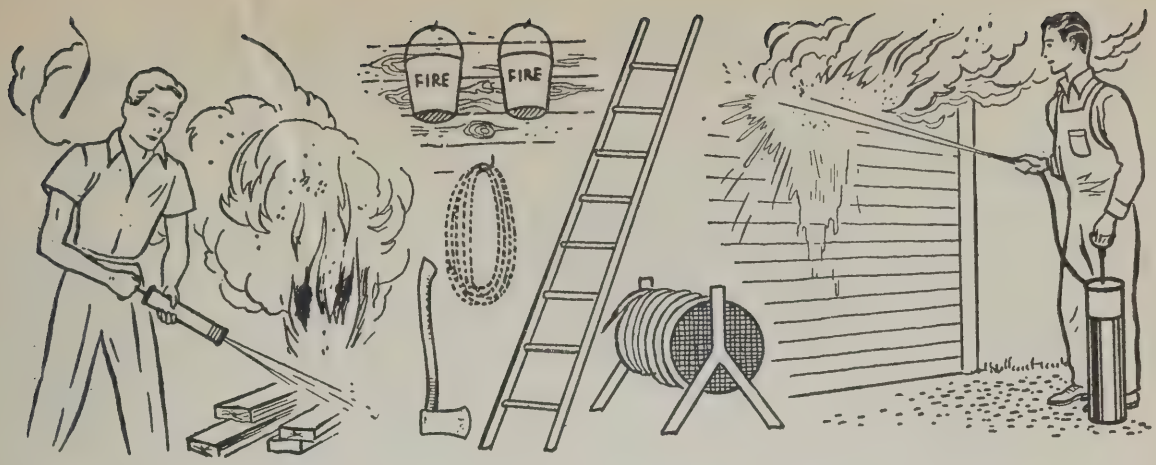
Lanterns are always a source of danger around the farm. It is much safer to use an electric flashlight or, better yet, electric lights whenever possible. Lanterns should always be hung on a strong hook when being used around the barn or other farm buildings.

It is also important to keep lanterns out of reach of small children and where they cannot be overturned by farm animals. The Chicago fire of 1871 is supposed to have been started from a lantern that was overturned in a barn by a cow.

Lighted oil stoves should not be carried about the house, and children should not play too near them. Can you tell why these are dangerous practices?

New Words: supplies, transferred, continuous, contact, rendered

*Adapted from *Safeguarding the Farm Against Fire.*



Courtesy, National Board of Fire Underwriters

Fire fighting equipment needed on every farm.

Can You Tell?

1. Why is it dangerous to leave old machinery scattered about the farm yard?

2. Why is it important to have at least one strong ladder on every farm?

3. Where is the safest place to store large supplies of gasoline?

4. Why is it important to keep the metal end of the filling hose in continuous contact with the mouth of the tank when putting gasoline into the car or tractor?

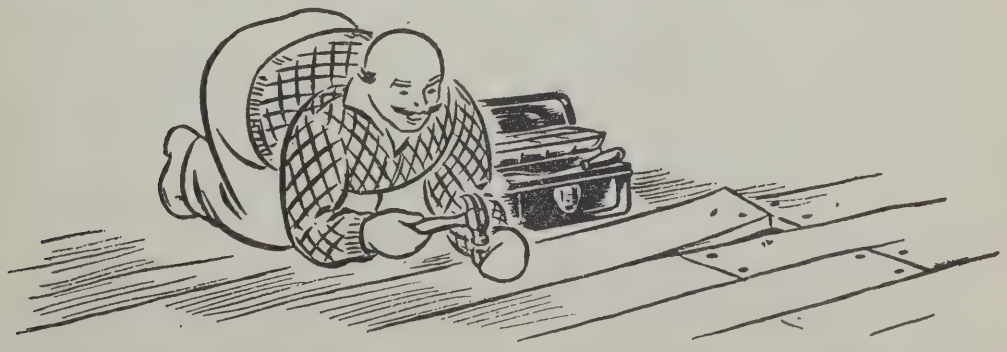
5. Why is it dangerous to fill oil stoves and lamps at night?

Something to Do

1. Plan and carry out a cleanup campaign at home or on your farm. Make a list of all the special hazards you would look for during your check up.

2. Write sentences using the following words correctly: *supplies*, *transferred*, *continuous*, *contact*, and *rendered*.

3. Find and read stories about the fire which destroyed a large part of the city of Chicago in 1871.



SAFETY SAM SAYS: IT IS EASIER TO REPAIR BUILDINGS THAN BONES.

Always open the garage doors before starting the motor of a car.

Lesson 16. Safety With Poisons

Carbon Monoxide Gas

When a gasoline motor is running, it produces a deadly gas called carbon monoxide. This deadly poison may also be produced when wood, coal, cooking gas, and other carbon compounds are not burned correctly and completely.

Carbon monoxide gas is so poisonous that even a small quantity will often kill a person within a very short time. It is especially dangerous because you cannot see it, smell it, or taste it. This dangerous gas gives no warning, and its victims often become unconscious before they realize there is anything wrong.

Many people think that carbon monoxide gas comes only from automobiles, but this is not true. It may come from any gasoline motor, from a wood or coal stove or furnace, or from a gas or oil stove or heater.

Don't take chances with this painless killer. Learn how to protect yourself against the dangers of carbon monoxide gas at all times and places.

Safety Rules for Carbon Monoxide Gas

1. Always open the garage doors before starting the motor of a car. Don't take chances with carbon monoxide gas! Never run an automobile engine in a closed garage. Can you tell why?

2. Never ride in a car with all windows completely closed. Keep at least one window open at all times. Give reasons.

3. Never sit in a closed car with the motor running. This deadly gas may find its way into the car through openings in the floor.

4. If, while riding in a car, you become sleepy, dizzy, or develop a headache, better open a window at once. Can you tell why?

5. Keep the family car in good working order at all times. Make sure there are no leaks in the exhaust pipe.

6. If gasoline motors are used in a closed building to run machinery, the exhaust gas should be piped through the wall to the outside of the building. Can you tell why?

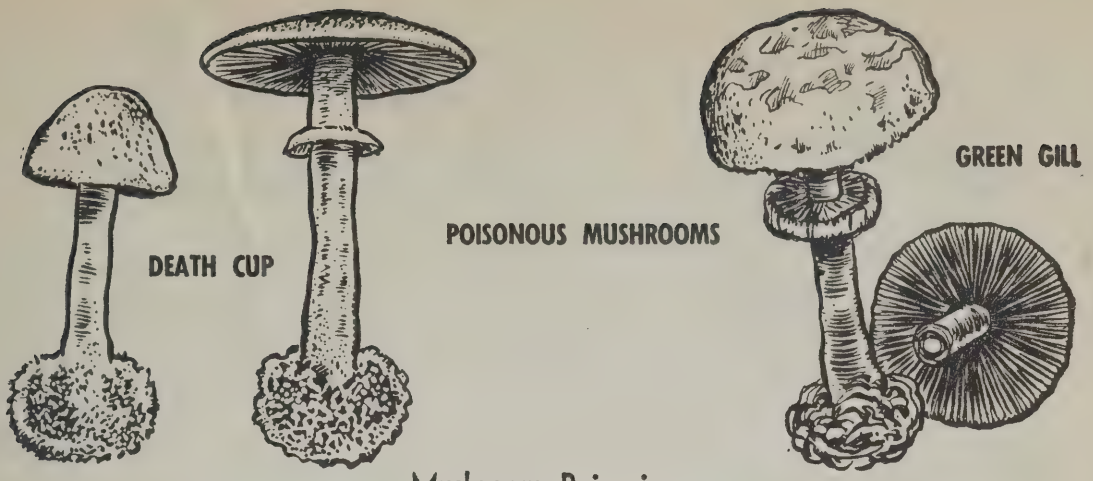
7. Keep lamps, stoves, furnaces, and chimneys clean and in good repair at all times. Inspect them often to see whether they are operating correctly. Can you tell why?

8. Have the cocks and burners on your gas stoves and heaters properly adjusted at least once every year. Give reasons.

9. Keep a window open in a room where a gas stove or a heater is burning. Can you tell why?

10. Never go to bed at night and leave a lamp, a gas stove, or an oil heater burning. Give reasons.

New Words: produces, monoxide, unconscious, exhaust, adjusted



Mushroom Poisoning

Never eat wild mushrooms unless you are absolutely sure they are safe for food. Many people die every year from eating mushrooms that were picked by someone who thought he knew the safe varieties. Better go without mushrooms all your life than to eat a poisonous toadstool.

Remember, the morels are safe for food while the "Destroying Angel" and some of its relatives are more dangerous than a rattlesnake. Even a few small bites of one of these deadly plants may prove fatal to its victim.

If you like mushrooms, learn to recognize the morels and the common table varieties; then never take chances with any others no matter how tempting they may look. See Lesson 26 in *Growing Wise with Safety Sam* for further information about mushrooms.

Food Poisoning

Causes of Food Poisoning. Food poisoning is caused by eating foods that are partly spoiled or decayed. Such foods as fresh meat, oysters, and fish spoil very quickly unless they are handled properly. This is especially true during the hot summer months.

Home-canned foods, especially meats, peas, beans, and corn often spoil and become unfit for food. In such cases, the food usually has an unnatural or bad odor, and the liquid is often cloudy. When a can of good food is opened, it has a pleasant or natural odor, and the liquid is clear and sparkling.

Signs of Food Poisoning. Sickness of the stomach, vomiting, pain, cramps, and frequent movement of the bowels are the most common signs of food poisoning. Weakness, fainting, and fever may also be present.

Whenever a person who has been perfectly well becomes ill very suddenly, and most of these signs are present, it is usually due to food poisoning. Occasionally, a whole family or a group of persons who have dined together become ill a short time afterwards. In such cases, you may be quite sure the sudden illness is due to food poisoning.

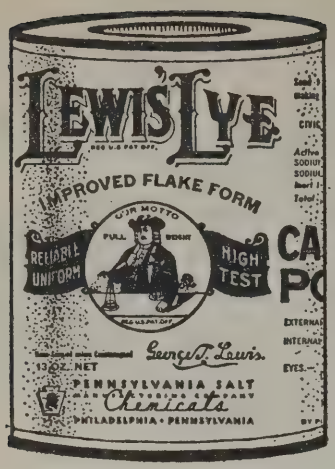
Prevention of Food Poisoning. Never eat foods that have an unnatural color or bad odor. Canned foods that have spoiled so as to cause the ends of the can to bulge are not safe for food. A bulged top on a glass jar of canned food is also a danger sign.

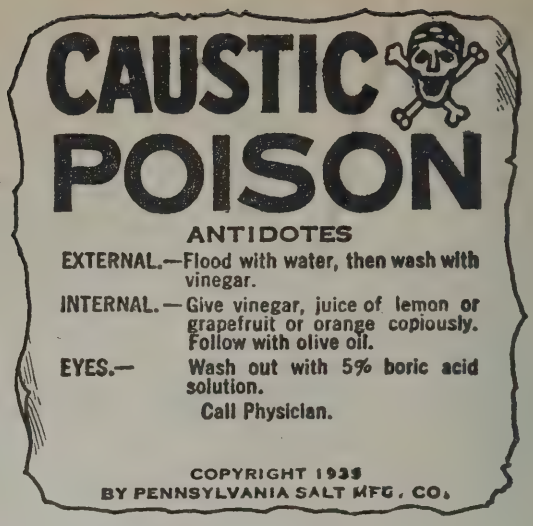
Thorough cooking destroys the danger of certain kinds of food poisoning. Home-canned peas, beans, and corn should be boiled for at least ten minutes before serving.

Keep such foods as fresh meats, oysters, and fish in a good refrigerator at all times. Don't take chances by eating partly spoiled or decayed foods.

Treatment of Food Poisoning. Wash out the stomach as quickly as possible. Have the patient drink a quart of warm water to which two teaspoons of baking soda or common salt have been added. Make the person vomit until the stomach

New Words: recognize, odor, weakness, bulge




CAUSTIC
POISON
ANTIDOTES
EXTERNAL.—Flood with water, then wash with vinegar.
INTERNAL.—Give vinegar, juice of lemon or grapefruit or orange copiously. Follow with olive oil.
EYES.— Wash out with 5% boric acid solution.
Call Physician.
COPYRIGHT 1935
BY PENNSYLVANIA SALT MFG. CO.

Antidotes are used to destroy the bad effects of a poison.

is empty. Then repeat the treatment until the liquid is as clear as when first swallowed. After the stomach is thoroughly washed out, give the patient a tablespoonful of castor oil.

Keep the patient quiet and warm. Pain may be reduced by hot applications such as the hot-water bag, hot compresses, or an electric pad. Omit food for at least twenty-four hours after all signs of poisoning have disappeared. Send for a doctor in severe cases of food poisoning.

Antidotes for Poisons

An antidote is anything that will check or destroy the bad effects of a certain poison. For example, when a person has accidentally swallowed lye or household ammonia, you give him vinegar in water or the juice of lemons, oranges, or grapefruit to destroy the bad effects of these poisons. Many a life has been saved because the first aider knew what antidote to use in emergencies.

First Aid Treatment for Poisoning

1. When someone has swallowed poison, keep calm. Think and act quickly. Send for a doctor at once.

2. While waiting for the doctor, give the victim all the warm salt water he can drink. If salt is not handy, use baking soda or mustard in the water. Soap suds may be used in an emergency.

3. When the stomach is completely filled with salt water, make the patient vomit until it is empty. Then give more salt water and make him vomit again. Keep repeating this treatment until the liquid is as clear as when swallowed. Vomiting can usually be started by simply tickling the back of the throat with the finger.

4. After the stomach is thoroughly washed out, give the patient an antidote if a satisfactory one is handy. But if the antidote is unknown or not on hand, give the victim a large dose of Epsom salts. The first aider should never waste valuable time looking for an antidote before washing out the stomach. Can you tell why?

5. If the first aider is unable to tell what kind of poison was taken, follow the treatment above with a drink of milk, or of milk and eggs beaten up together. In fact, milk or milk and eggs beaten up together may be given as an added safety measure in the treatment of almost any kind of poison.

6. If the patient stops breathing, start artificial respiration at once. Use the Shafer method (see Lesson 26).

7. Keep the patient quiet and warm. Treat for shock if necessary. See Lesson 25 for first aid treatment of shock.

New Words: antidotes, effects, ammonia

Can You Tell?

1. Why is it dangerous to run the motor of your car in a closed garage?

2. What is the chief cause of food poisoning?

3. What are the most important signs of food poisoning?

4. Why is it important to wash out the stomach as quickly as possible in all cases of poisoning?

5. What would you give a victim of poisoning to make him vomit?

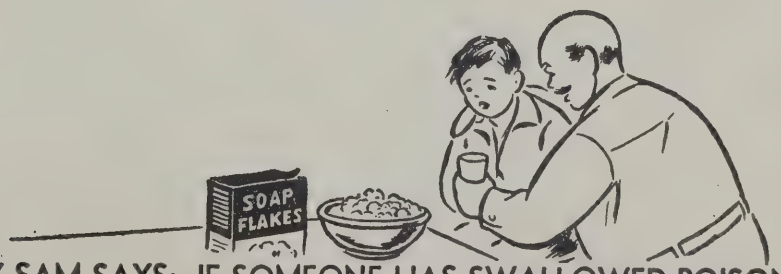
6. If you were home alone and your little brother or sister swallowed a poison, what would you do until the doctor arrived?

Something to Do

1. Find the meaning of the following terms in your dictionary: *produces, carbon monoxide, unconscious, exhaust, adjusted, recognize, odor, weakness, bulge, antidote, effects, household ammonia.*

2. Ask your parents to help you make a list of all poisons in your home or on your farm. Then ask the school nurse, your family doctor, or a druggist to help you make out a list of antidotes for each one. Post this list inside the door of your medicine cabinet.

3. Find out how fresh foods are protected against decay in the city markets. Also find out how foods are kept safe for use in your own home.



SAFETY SAM SAYS: IF SOMEONE HAS SWALLOWED POISON, WASH OUT THE STOMACH AT ONCE.

Lesson 17. Common Farm Hazards*

Each year about four thousand five hundred American farmers are killed by work accidents. No other occupation has such a great number of fatal accidents. Many of these accidents could be prevented if all people living on farms would make a careful checkup of farm hazards at least once every year. Use the outline below as a guide for making your checkup. See No. 2, page 53.

Yes	No	
		1. Machinery
___	___	Is machinery kept in good repair?
___	___	Are factory instructions followed?
___	___	Are small children kept away from machinery?
___	___	Is machinery carefully stored?
___	___	Is outworn machinery disposed of?
		2. Tools and Equipment
___	___	Are tools in regular places?
___	___	Is instruction given in handling all sharp and pointed tools?
___	___	Are axes and hammers secure on handles?
___	___	Are dangerous tools kept away from play places?
___	___	Is haying equipment carefully checked before the harvest season?
		3. Farm Yard
___	___	Are racks and fences in good repair?
___	___	Are wells and cisterns carefully protected?
___	___	Are nails promptly removed from loose boards?
___	___	Is unused lumber carefully stacked?

Yes	No	
		4. Buildings
___	___	Are buildings generally in good repair?
___	___	Are old buildings torn down?
___	___	Are new structures planned for protection against accidents?
___	___	Are stairs kept clear of pails, boxes, and tools?
___	___	Are all ladders and stairways safe for use?
___	___	Are there railings at loft openings?
___	___	Is care given to use of lanterns?
___	___	Is gasoline stored separately?
___	___	Are buildings protected against lightning?
___	___	Has spontaneous ignition been considered?
___	___	Is electrical equipment in good repair?
___	___	Is there any fire-fighting equipment?
		5. Animals
___	___	Are dangerous animals such as bulls and boars kept securely penned?
___	___	Do children learn proper handling of young animals and pets?
___	___	Is instruction given in care and handling of work animals?

New Word: disposed

*Used by special permission of The American National Red Cross, Washington, D. C.

Something to Do

1. Henry Adams is eleven years old. He is planning to spend his summer vacation with his cousin Joe on a farm. Write a list of safety rules for Henry to follow during his stay in the country.

2. If you live in the country, ask your parents to help you make a checkup of the hazards on and about your farm. Use the form outlined on page 52. Copies of this blank may be secured by writing to the American National Red Cross, Washington, D. C.

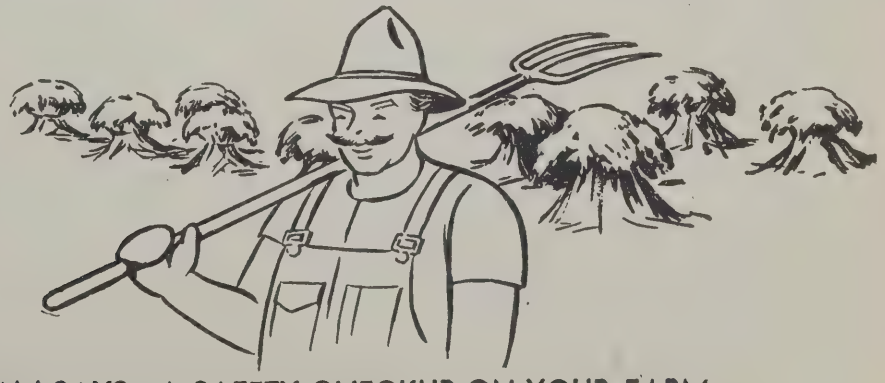
Remember, simply making a checkup does not make your farm a safe place to live. Your work is not finished until all hazards discovered during your inspection are rendered safe or harmless by making the necessary changes or corrections.

3. If you live in a city, make a checkup of the hazards in your school.

4. Make a scrap book on farm safety. Include pictures and rules for the safe use of machinery, tools, and equipment, safety about the farm yard and buildings, and safety with farm animals. This might be worked out as a class project if desired. See the pamphlet entitled *Stop Carelessness! Prevent Accidents!* for suggestions.

5. Plan and carry out a poster contest on ways to prevent accidents on farms.

6. Check over the daily newspapers for stories about farm accidents. Post these stories on the bulletin board. Discuss the causes of these accidents and tell how they could have been prevented.



SAFETY SAM SAYS: A SAFETY CHECKUP ON YOUR FARM MAY KEEP THE FAMILY SAFE FROM HARM.

Lesson 18. Common Home Hazards*

Each year some 31,000 Americans are killed in home accidents. About one third of all fatal accidents and half of all injuries occur in and about homes. Many of these accidents could be prevented if a careful checkup of home hazards were carried out at least twice every year. Use the outline below as a guide for making your checkup.

Yes	No	
		1. Falls and Broken Bones
___	___	Are stairs clear of toys and other household articles?
___	___	Are stairways well lighted?
___	___	Are small rugs secured against slipping?
___	___	Is ice cleared from steps and walks?
___	___	Are porch railings and floors sound?
___	___	Is play apparatus in good condition?
		2. Burns and Scalds
___	___	Are hot containers kept beyond reach of small children?
___	___	Are small children protected from tubs of hot water?
___	___	Are matches kept from little children?
___	___	Is screen used at fireplace?
___	___	Are chimneys cleaned regularly and thoroughly?
___	___	Is woodwork protected from hot stove pipes?
___	___	Is all rubbish disposed of promptly?
		3. Gas Poisoning and Smothering
___	___	Are all gas burners adjusted properly?
___	___	Are gas stoves and heaters connected up with regular gas pipe?
___	___	Are garage doors always open when starting the automobile engine?
___	___	Is bedding secured against possible smothering of baby?
		4. Electric Shock
___	___	Are electrical appliances in good condition?
___	___	Are worn and broken cords promptly disposed of?
___	___	Are all repairs made by licensed electricians?
		5. Cuts and Infection
___	___	Are toys with sharp points and edges disposed of promptly?
___	___	Are sharp-edged tools kept away from small children?
___	___	Is the correct use of knives and other tools learned?
		6. Poisonings
___	___	Are all poisons kept in a separate place?
___	___	Are all poison containers clearly marked?
___	___	Are medicines kept in a place by themselves?
___	___	Are unused medicines promptly disposed of?
		7. Gunshot Wounds
___	___	Are firearms about the home kept unloaded?
___	___	Are all firearms out of reach of young children?
___	___	Are they always handled as if loaded?

*Used by special permission of The American National Red Cross, Washington, D. C.

Test Yourself

1. Why is it dangerous to sit in a closed car with the motor running?

2. Why is it dangerous to use rubber tubing to connect gas appliances?

3. How can you tell when food is unfit for use?

4. How would you treat a case of food poisoning while waiting for the doctor?

5. List five rules for the prevention of home accidents.

6. Write the sayings of Safety Sam on the lines below.

Something to Do

1. Ask your parents to help you make a home checkup. Use the form on page 54. Copies of this form may be secured by writing to the American National Red Cross, Washington, D. C.

2. Prepare and give a special report on the number of farm and home accidents in the United States during the past year. See the latest edition of *Accident Facts* for this information.

Proper training and good equipment are necessary for safety in games and sports.

UNIT IV. HOME, SCHOOL, AND OUTDOOR SAFETY

Lesson 19. Safety in Games and Sports

Are you a good sport? Do you know the rules of the game? Do you follow the rules faithfully, even though your team is losing the game? Do you play fair at all times? Are you courteous to officials and players?

Do you accept the decisions of the umpire without question? Do you keep your temper under control when playing games? Are you a good loser as well as a modest winner? Do you always cheer good playing on both sides?

If you can truthfully answer "yes" to all of these questions, then you are indeed a "good sport." But if you have to answer "no" to some of the questions, then you are not a "good sport."

Remember, that everybody likes a "good sport" and that nobody likes a "poor sport." Also, remember that good sportsmanship and safety go hand in hand. A poor sport is more likely to get hurt when playing a game than a good sport. Can you tell why?

How does good sportsmanship prevent accidents? Give several illustrations.

New Word: sportsmanship

Drop your bat near the home plate after hitting the ball. Can you tell why?

Safety Rules for Baseball

1. Choose a safe place to play ball. The area should be level, smooth, and away from buildings. The surface should be free from holes, sharp objects, and rubbish of all kinds. The space should be large enough so the ball will not roll into the street or other dangerous places.

   Make a list of the places in your neighborhood where it is safe to play ball.

   _____ _____

   _____ _____

   _____ _____

2. Always drop your bat without slinging it after hitting the ball. Can you tell why?

   _____

3. When waiting for your turn at the bat, keep a safe distance away from the batter. Give reasons.

   _____

4. Keep your shoe laces tied when playing ball. Why?

   _____

5. Use a rubber ball or a soft ball when playing on a small diamond, and a hard ball only when playing on a regulation diamond. Can you tell why?

   _____

6. When watching a baseball game, keep a safe distance away from the playing field. Can you tell why?

   _____

The beginner should not try fancy stunts on skis.

7. Know the rules of the game and play fair at all times. Why?

_____

8. Never try to slide into a base. Why is this a dangerous practice?

_____

9. Never run across the diamond when the game is in progress. Why?

_____

10. Use only good equipment when playing baseball. Can you tell why?

_____

Safety Rules for Skiing

1. Skiing is one sport where it is very important to get off to a good start. If you don't learn the correct form early, it will be hard for you to change later. The beginner should always ask someone who knows how to ski for advice and help.

2. When you are learning to ski, stick to level ground or choose a gentle, open slope. It will be easier for the beginner to slide along rather than walk.

3. The beginner should never try to do fancy tricks or try to ski down a steep hill. Wait until you have acquired skill.

4. The beginner should never try to use ski poles until he has learned to balance himself properly.

5. A good skier learns to recognize safe and dangerous snow conditions. For example, he knows it is dangerous to ski over snow when it is covered with a light crust, or when the snow is not deep enough to cover the ground safely.

6. A careful skier always looks over a slope or a trail before he tries it on skis.

7. Whenever the skier thinks he is ready to try one of the regular trails, he should ask an experienced skier to show him the best place to start down the trail.

8. When a skier is going up the hill, he should keep to one side of the main trail.

9. A good sport does not take foolish chances. Remember, one careless skier may spoil the fun for everybody.

Safety in the Gymnasium

1. Why should one wear shoes with soft rubber soles when playing in the gymnasium?

2. Why should all players obey the rules of the game?

3. Why should apparatus be tested carefully before using it?

4. Why should one learn how to use a piece of equipment correctly before trying to perform stunts on it?

Something to Do

1. Find and read stories about good sportsmanship. Prepare a sportsmanship code for your room or school. Post the best code on the bulletin board. Prepare a set of rules for safety in athletics and post in the gymnasium.

2. Work out a set of safety rules for playing baseball. Then challenge another school or room to a baseball game. Explain to all players that a foul will be called whenever anyone violates one of the safety rules.

3. Draw a map of your school playground. Ask your teacher to help you divide the area so that all ages and groups of children will have safe places to play. Lay out the baseball diamond so other children will not be in danger when a game is in progress.

4. Ask a playground director to show you the right kind of equipment to use for safety when playing baseball. Ask him to demonstrate the correct use of such equipment, and to show you how to catch a ball without getting hurt.

5. Make a list of the organized games being played at your school or in your neighborhood. Then make a list of safety rules for each game or sport. Post the best set of rules on the bulletin board.

6. Keep a record of school accidents for one month. Then discuss ways to prevent such accidents.

7. Plan a radio program on safety for games and sports. Such a program might include news flashes, committee reports, safety songs, a short safety play, or safety poems. Present your program to other rooms in the building.

SAFETY SAM SAYS: MAKE FAIR PLAY SAFE PLAY.

The correct way to carry a gun

The safe way to put a gun through a fence.

Lesson 20. Safety Out of Doors

1. Why should you never point a gun at anyone even if it is not loaded?
2. Talk about the danger of carrying a cocked gun when hunting with others.
3. Why should guns used for hunting be equipped with safety locks?
4. Talk about the danger of running ahead to chase out game when hunting with other people.
5. Talk about the laws governing the carrying of guns in your community.
6. Why is it dangerous to shoot a gun if the barrel is full of dirt or snow?
7. How would you determine directions if you were lost in the woods? On the prairie?
8. How would you find your way back to safety if you were lost in the woods? On the prairie?

Safety with Firearms

1. Never ask to shoot a gun until you are old enough to handle it correctly and safely. Remember, guns are made to kill but not to kill yourself, your best friend, or a member of your family.

2. Never point a gun at anyone. This is a safe rule to keep in mind at all times. It should apply to toy guns as well as to real guns. Can you tell why?

3. Never point a gun at anything unless you intend to shoot at it. Pointing your gun at another person or at an object for fun is a dangerous practice. Why?

4. Never look down the muzzle of a gun. Many a person has been killed because he failed to observe this simple safety rule.

5. When carrying a gun, remember, the muzzle must be held up or must be pointed to the ground. Be careful not to point your gun at the feet of another person, or at your own feet. Demonstrate the proper way to carry a gun.

6. When carrying a loaded gun, make sure it is locked in the "safe" position. It is not safe to carry a cocked gun at any time. Can you tell why?

7. Never take a loaded gun into a

New Word: muzzle

house, or carry one in an automobile. Why?

8. When a gun is carried in a car, it should be taken apart, or enclosed in a case. Can you tell why?

9. Never shoot a gun in a city, on a public highway, or at night. Why?

10. When loading or unloading a gun, keep the muzzle pointed up or at the ground. Give reasons.

11. Never set your gun against a tree, a fence, or any place where it might fall down. Why?

12. When handing a gun to another person, use both hands and keep the muzzle of the gun pointed straight up in the air. Can you tell why?

13. Never leave a gun where little children can get hold of it. Why?

14. It is never safe to leave loaded shells lying around. Can you tell why?

15. When climbing a fence, put the muzzle of your gun through the fence first, then climb over the fence or through it. Always make sure the muzzle of your gun is not pointed toward any other member of your party. Why?

16. Keep your gun in good condition. Clean it thoroughly as soon as you are through using it. Give reasons.

Wise or Foolish

Read each sentence or group of sentences. If the person did a wise thing, write "Wise" on the line at the right. If the person did a foolish thing, write "Foolish" on the line.

1. Henry kept his gun cocked when hunting rabbits. _____
2. James found an old revolver. He took it to his father at once. _____
3. John set his gun against the fence post, then climbed over the top of the fence. _____
4. Robert unloaded his gun before going into the house. _____
5. Joe went deer hunting with his father. He wore a red cap. _____
6. Edward pointed his air rifle at his little sister and said, "I will shoot you." _____
7. Harry took his rifle apart before placing it in the back seat of his father's car. _____
8. William cleaned his rifle after every hunting trip. _____
9. Frank always carried the muzzle of his gun pointing upward when hunting. _____
10. Dick always handled his gun as if it were loaded. _____
11. Tom lived in a large city. One day he shot a rabbit in the back yard. _____
12. Elmer always used both hands when he handed his gun to another person. _____
13. Russell had two little brothers. He hurried off to work one day, leaving a box of loaded shells on the table. _____
14. David was only ten years old. His father got him a new rifle for Christmas. _____

A wise traveler marks his trail as he walks through a strange forest.

How to Overcome Hazards of the Woods*

If you get lost in the woods, keep calm. Don't get excited or frightened. Take time to look about you. Sit down with your back against a tree and try to think back over your trail into the deep woods. You may be able to recall some familiar landmarks which you passed along the way. Think your way out of trouble.

Call occasionally, but do not make yourself hoarse by repeated calling. Drawing a rough map of your wanderings will help you get your bearings. If you do not have a paper and pencil, draw your map on the ground and use sticks or stones to mark familiar objects along the way.

If you have lost all sense of direction, try to get your bearings as quickly as possible. This can be done in several ways. If the sun is shining, you can determine directions by it. You know the sun sets in the west. If the time of day is before noon, the sun will be on your right when you face north. If it is afternoon, the sun will be on your left when you face north.

The moon and the stars also set in the west. So they, too, can be used as direction guides. By keeping the sun, moon, or the stars in a certain position from you, you can travel in a straight line.

Another way to discover directions is by looking at the trees or the stones. More moss will often be found on the north side of trees or stones than on the south side. The moss on the north side is also darker in color.

Cone-bearing trees such as the pine, hemlock, cedar, or spruce are often of help. The sap or gum that comes out of a bruise in the bark on the south side is usually hard and a clear amber color, while that on the north side of the tree is often soft and somewhat gray in color.

If you are near the ocean, look at the way the tree limbs grow. Because of the strong winds blowing from the ocean, the limbs often lean away from the ocean, and the ones on the side of the trees nearest the ocean are shorter than the ones on the opposite side of the trees.

After you get your directions straightened out, select the most prominent landmark in your immediate vicinity. This may be a tall tree, the top of a high hill, the shore of a lake, the bank of a river, or anything which can be easily seen from other places in the forest.

Now try to determine which direction you should go in order to get back to safety. Climb a tall tree and look around for some familiar object in the landscape. You may be able to recognize a range of hills, tall trees, a river, or to recall some other familiar object which will help you find your way out of the woods.

New Words: recall, hemlock, prominent

*Adapted from *Safely On We Go* by Matthews, Risinger, and Wilson, published by Banks Upshaw and Company.

After determining the general direction you want to go in search of home and safety, select another prominent landmark directly in front of you, and set out in that direction.

Mark your trail as you go along. Break off limbs, bend back small bushes, cut the bark on trees, or simply tie small bits of clothing on twigs as you go through the woods. These will serve as guides for those who may be hunting for you, as well as make it possible for you to return to your original starting place, in case you wish to do so.

When you reach this new landmark, locate another prominent object in the same general direction you have been traveling, and continue your journey. If you come to a road, a trail, or a stream, follow it. It will often lead you to a town, a village, or to a house or a cabin.

If you know how to build a fire in the woods, go to the top of a high hill and build three fires and cover them with green grass or moist leaves to make a thick smoke. This will serve as a signal for those who may be searching for you. Keep repeating these signals. Someone will answer them sooner or later.

If you have any food, eat only a small part of it at a time. Make it last as long as you can, for it may take several days for you to get back to safety. Don't take chances by eating wild fruits or berries unless you are certain they are not poisonous.

Remember, don't get excited. Keep calm and save your strength, for you may need it all before you get back to civilization.

Something to Do

1. Find the meaning of the following words in your dictionary: *muzzle*, *recall*, *hemlock*, and *prominent*.

2. Imagine you are lost in the woods. Dramatize your experiences. This may be worked out with groups or committees.

3. Find out whether hemlock, cedar, or other cone-bearing trees grow in your section of the country. If they do, see whether you can tell directions by the color of any gum found on the trunks of these trees.

4. Plan a trip into a nearby woods to see if you can determine directions by observing the moss on the trees or stones, or by other signs. Learn how to determine directions by observing the sun, the moon, and the stars. Learn how to use a pocket compass for finding directions.

5. Look in the latest edition of *Accident Facts* for the number of people killed accidentally each year in the United States by the careless use of firearms.

6. If you are old enough to hunt, get a copy of the hunting laws of your state and study them carefully.

7. Ask an experienced hunter to show your class the safe way to handle a gun. Ask him to demonstrate the safe way to take a gun through a fence.

8. Find and read stories about hunting trips and camping adventures in the woods. See *On Land and Water* and *Who Travels There* for interesting stories on these topics.

SAFETY SAM SAYS: ALWAYS HANDLE A GUN AS IF IT WERE LOADED.

Good swimmers time their breathing with their strokes.

Lesson 21. In the Swim*

Olive McCormick looked up from the newspaper. "If only they hadn't deserted their canoe!" she sighed.

"Would that have made any difference?" I asked. We had been reading the account of a canoe accident on one of the Adirondack lakes. A college boy and a girl, canoeing to an island, had been overtaken by a storm. The canoe capsized. Both struck out for the island shore, only a short distance away.

The boy, who was not a strong swimmer, called to the girl, "Go ahead! I can make it!" She reached the shore exhausted, only to turn and see him go down under the waves.

"All the difference in the world," Miss McCormick replied. "If only swimmers and canoers would change that old saying, 'Paddle your own canoe,' to 'Stick to your own canoe,' and really practice it, most canoe accidents wouldn't happen."

"But why? I demanded. "If your canoe tips over, and you don't know how to right it—and if you can't get the water out even if you do get it right side up—what can you do but swim for shore?"

"That's the mistake so many people make," Miss McCormick began, warming to her subject. It really is her subject, for she is Safety and Health Adviser for the Girl Scouts, and she has helped to develop the Mariner Program which is fostering safety and skill, both in and on the water.

"Didn't you know that you can't drown in a canoe if you stick to it? A canoe won't sink even when completely under water. If that boy and girl had only rolled the canoe over, right side up, after it capsized, then crawled inside, they would have been safe. The water would have reached to their armpits, but they could have paddled with their hands and reached shore.

"A canoe under water will hold four or five persons easily. In a water emergency, if people would only remember that wood floats! A canoe or boat made of wood can't sink. It's a ready-made life preserver, even though it does turn over. So are paddles and oars, and canoe cushions which hold air. Any one of them would help keep a head above water."

She paused for breath.

"Isn't there any way to prevent canoes from capsizing?" I asked.

"Yes, if the weight is kept in the bottom, they are steady and safe. It is only when a canoe is made top-heavy by the canoer standing, or sitting on a high seat to paddle, that there is any danger of

New Words: capsized, adviser, mariner

*Used by permission of the author and *The American Girl.*

tipping over. For safe canoeing, the paddler should kneel on the floor of the canoe."

"I'm learning a lot," I said. "If I can only remember it all when the need arises! I suppose there are rules a swimmer ought to know, too, if she—or he—is to be safe in the water."

Miss McCormick's eyes lit up. "Now you're starting me on my pet topic," she said. "Water safety! Every swimmer ought to be his own life saver. Did you know that about five thousand people meet fatal water accidents every year while swimming or playing in the water? And the causes of these deaths point to one chief fault—a lack of judgment on the part of the victim."

That large figure was astonishing, and I replied to Miss McCormick with another question. "Lack of judgment in what way?" I asked her.

"Well, a swimmer sometimes overestimates his ability—he's too daring, or goes swimming in unfamiliar waters, with currents, tides, or whirlpools. Or a would-be rescuer of a drowning person plunges in fully clothed, and becomes himself a victim because he hasn't the strength to swim, let alone rescue someone, with the exhausting handicap of wet and clinging clothes. The swimmer who has good judgment takes time to remove his clothes before going to the rescue."

"What are some other reasons why accidents happen?"

"A person with some known or unknown weakness, such as a bad heart or fainting spells, is likely to have trouble," she answered. "That is why all Girl Scout camps insist on a physcial examination by a doctor before campers are allowed in the water. Also, a well person who swims too soon after eating may be taken with cramps.

"Another cause of accidents is fear of the water. Too many children are taught to shy away from water, instead of being encouraged to learn to swim."

"Swimming is such fun, too," I said. "It seems too bad that it can hold so many dangers. I've always just taken it for granted that if one didn't go in for two hours after meals, one would be all right—that that was the only precaution necessary for a sensible person."

Then I was struck with the memory of something that had happened last summer. A friend and I were week-ending in the country. It was blistering hot and I was longing to have a dip in the river that we could see from the porch. We put on our suits and walked down the path to the river bank. The water looked clear and deep, and I was eager to plunge in.

"Here, wait a minute!" My friend pulled me back. "Do you know anything about this river? Have you ever been in swimming here before?"

I admitted that I never had. Then, to my surprise, she broke off a twig from an overhanging bush and tossed it on the water. It floated down stream much more quickly than I would have imagined possible.

"Current's pretty swift," she said. "We'd better go in further upstream, and let the current carry us down. If we go in here, we'll have to fight our way back against the current."

"Now that's a first-rate example of good judgment!" Miss McCormick exclaimed, when I had finished telling her of this experience. "And I can give you two others.

"The swimmer who says, 'No, I can't

New Words: encouraged, precaution

If a boat or a canoe capsizes, hang on to it until help arrives.

swim that far out; it will seem twice as far swimming back. I'll try to swim that distance, close to shore, first—then I'll know whether I can make it or not'—that swimmer is a sensible person. And so is the one who won't swim where he has heard there is an undertow, and insists on going to the regular beach.

"All of this boils down to the fact that for the safe enjoyment of swimming, one must develop skill in the water and good judgment. If every swimmer would try to accomplish those two things, there'd be little need of working out new lifesaving methods.

"Good swimmers have certain tricks that make swimming easy and graceful. By breathing in through the mouth and out through the nose, they get rid of the danger of choking or sputtering. The constant stream of air coming from the nose keeps water from getting up into it."

"It took me a long time to learn to breathe that way," I said, "and what a difference it does make! If I'd only known how to breathe when I first learned to dive, I might have escaped a serious operation."

"Yes, ear and nose doctors usually have a busy time after the swimming season, just because swimmers have not been taught to breathe properly. Divers should blow out through the nose as they hit the water, to lessen the pressure and protect the sinuses."

Miss McCormick suddenly laughed. "You know," she said, "I believe I'm making the water sound frightfully dangerous, when, really, it is man's friend. Good swimmers know this. You can tell by their easy glide. They know how to relax, and to trust the water to hold them up. They realize that the only effort necessary is the effort of moving the body through the water.

"A good swimmer demonstrates that a steady, even pull with the arms and a kick with the feet, properly timed with breathing, gets better results than hard fighting against the water that would soon prove exhausting.

"The person who is a good swimmer knows how to float and tread water. He learns to keep his eyes open under water early in his swimming career, and how to change from back float to front float position.

"Once these things are learned, they become second nature to the swimmer and, when combined with good judgment, are his best protection in the water. He may have to go to the rescue of some one else, but no one will have to rescue him. He is his own life saver, and he realizes that one of the most important things for the swimmer to learn is how to save himself."

—By Elizabeth Honness

New Words: **sinuses, relax**

Can You Tell?

1. What would you do if your boat capsized in a lake?

2. What is the best way to prevent a canoe from capsizing?

3. What is the chief cause of fatal water accidents?

4. Why should every one have a physical examination before going in swimming?

5. Why should one wait for at least two hours after eating before going into the water?

6. Why should one always check over strange waters before going in swimming?

7. What two things should every swimmer try to accomplish?

8. Why should a swimmer breathe in through his mouth and out through his nose?

9. Why should a diver always blow out through his nose when he hits the water?

10. Why should every swimmer know how to float and tread water?

SAFETY SAM SAYS: A GOOD SWIMMER USES GOOD JUDGMENT.

TO RESCUE THE DROWNING

The Red Cross Rescue Slogan*

To the Rescue

1. Call for help at once. Keep calm. Don't get excited.

2. Use a boat if available. This is by far the safest and surest way to help.

3. Throw a life buoy if no boat is available. A rope, a board, a piece of dead wood, or anything that will float may be used in place of the buoy in an emergency.

4. Go yourself when equipment is not at hand. Don't try a swimming rescue unless you know how to do it properly and safely. Always take something with you for the drowning person to grasp hold of while being towed to safety. A stick, a board, or any piece of clothing may serve this purpose. Remember, keep out of the reach of a drowning person when attempting a rescue by this method. Can you tell why?

5. Tow to safety by cross chest carry. Learn how now. Ask a Red Cross Life Saver or a lifeguard to teach you how to tow a drowning person to safety without endangering your own life.

Safety Rules for Swimmers

1. Select a safe place to swim. Use only approved pools or beaches. Swim only where lifeguards are on duty, and keep inside the lifelines. Stay close to the shore until you are able to swim without fear of the water. Remember, never go into strange waters without first checking to see if they are free from hidden rocks, logs, or other dangers such as swift currents, whirlpools, or undertows.

2. Learn to judge your own ability. Don't take foolish chances. Never try to swim or rescue a drowning person without first removing your heavy clothing. Remember it is difficult for anyone to swim when fully clothed. Never try to swim far away from shore unless someone goes along with you in a boat.

3. Never go swimming unless you are in good physicial condition. Have your family doctor examine you occasionally to see if it is safe for you to go swimming and diving like other boys and girls. If you have heart trouble or fainting spells, stay out of the water. Don't go swimming when you are tired, and wait two hours after eating before going into the water.

4. Learn to be a good swimmer. Good swimming requires less effort than poor swimming. Learn to balance yourself in the water, to float, to tread water, how to relax and rest when you become tired

New Words: available, buoy

*Used by permission of the American National Red Cross.

Use a piece of clothing or a long stick to rescue a drowning person.

out, and how to breathe properly. Remember, good swimmers time their breathing with their strokes.

5. Learn to be a good diver. Never dive into strange waters without first checking for hidden objects. One should also know the depth of the water before diving into it. Remember, a good diver always blows out through his nose as he hits the water in order to lessen the pressure and to protect his sinuses.

6. In case of emergency, keep calm. Don't get excited. Remember, quick thinking, courage, and common sense will save more lives than expert swimming ability.

Safety with Boats and Canoes

1. Never go out in a boat or a canoe unless you are a good swimmer. Why?

2. Never ride in a boat or a canoe with a person who cannot swim. Why?

3. Always get permission from your parents or from the person in charge of your group before going out in a boat. Give reasons.

4. Be careful when getting into or out of a boat or a canoe. Keep your weight in the center of the boat at all times. Can you tell why?

5. Make sure your boat is in good condition before leaving the shore. Even then, it is a wise precaution to take a pail along to bail out water in case of emergency. Beginners should also take life preservers along as an added precaution in case of an upset.

6. A beginnner should learn to manage a rowboat safely before attempting to handle a canoe. Remember, canoes are dangerous unless they are handled with a great deal of care and skill. Keep close to shore while learning to handle a boat.

7. One should know the number of persons a boat or a canoe will carry safely before starting out in it. Don't take chances by overloading your boat.

8. A boat or a canoe is less likely to upset if you keep your weight low and in the center. Can you tell why? Never try to stand up or change seats in a boat or a canoe. Why?

9. Never go out in a boat or a canoe in bad weather or when the water is rough. Give reasons. Don't go out in boats after dark. Why?

10. If your boat or canoe capsizes in deep water, tip it over, right side up, and hang on to it until help arrives. Remember, a wooden boat or a canoe is a good lifesaver. Don't try to swim to shore. A boat, even when filled with water, will support the weight of several people. Don't forget that oars, paddles, and cushions may also be used for life preservers.

Can You Tell?

1. Why is it dangerous to jump into the water with your clothes on?

_____

_____

2. Why should one learn to manage a rowboat before attempting to handle a canoe?

_____

_____

3. What kind of weather conditions are unsafe for boating?

_____

_____

4. Why should a boat never be overloaded?

_____

_____

Something to Do

1. Find and read stories about swimming, boating, canoeing, and fishing. Many interesting stories may be found in *On Land and Water*. The Scout handbooks contain valuable information on water safety.

2. Ask a Girl Scout leader to tell you about the Mariner Program for scouts.

3. Read about Olive McCormick and her work as safety and health adviser for the Girl Scouts. Make a report to your class.

4. Ask a lifeguard or a scout leader to talk to your class about safety in the water. Ask him to demonstrate the proper way to rescue a drowning person.

5. Divide the class into several committees. Let each group demonstrate one or more safety measures for the prevention of water accidents.

6. Make water safety booklets, scrapbooks, and posters. Make a code for safe swimming, safe boating, and safe fishing.

7. Write sentences using the following words correctly: *capsized*, *adviser*, *mariner*, *encouraged*, *precaution*, *sinuses*, *relax*, *available*, and *buoy*.

SAFETY SAM SAYS:
REMEMBER, AN OVERTURNED BOAT IS A GOOD LIFESAVER.

Lesson 23. Safety with Nature

Boys and girls in this grade should know how to find information for special reports and class discussions. This lesson will test your ability to use a library for that purpose. Go to your school or public library and find out how to use the general reference books, the card catalog, and the Readers' Guide to help you find books and magazine articles on the topics contained in this lesson.

Mountain Climbing

Have you ever traveled in the mountains? Do you know how to climb mountains with safety? Do you know what kind of clothing to wear? Do you know what equipment one should take along for safety in mountain climbing? Do you know what precautions one should take when climbing mountains? After finding the answers to these questions, make a set of safety rules for a friend who is planning a trip up the side of a mountain.

Natural Caves

Have you ever been in a large natural cave? Do you know why it is dangerous to venture into a strange cave alone? Do you know how to keep from getting lost when exploring a cave? Would you know what to do, if lost in a cave? Find the answers to these questions. Then write a paragraph telling why you think boys and girls should not venture into strange caves alone.

Bogs and Swamps

Have you ever seen a large swamp or a bog? Do you know why they are dangerous places? Why should horses, cattle, and other animals be kept away from swamps and bogs? Would you know what to do if you accidentally stepped into a swamp or bog? Do you know how to rescue a person or an animal from a swamp or a bog? Find the answers to these questions. Then write a safety code for protection against the dangers of swamps and bogs.

The Dangers of Quicksand

Have you ever seen quicksand? Do you know why it is dangerous? Do you know where it is usually found? Would you know what to do if you got caught in quicksand? Find answers to these questions. Then tell what you would do if you accidentally stepped into some quicksand.

Safety During Earthquakes

Have you ever been in an earthquake? Do you know why earthquakes are dangerous? Do you know what kind of buildings and structures are especially dangerous during earthquakes? Do you know why it is safer out in the open during an earthquake than in or near tall buildings and other structures? Do you know why fires are especially dangerous immediately following severe earthquakes? Find the answers to these questions. Then tell where you would go for safety during an earthquake. Why would you choose that place?

Drawing of one type of blasting cap.

Drawing of an electrical blasting cap, which varies in size and color. Note wires attached.

Blasting caps are dangerous. If you see one, don't touch it!

Blasting Caps

Blastings caps are small metal tubes, closed at one end, and usually made of copper. They vary in size and color, and the electric ones may have wires attached to one end. They are loaded with a powerful explosive, and are used for exploding dynamite.

Each year there are many children, under the age of sixteen, who are injured, and in some cases killed, by playing with blasting caps. Most of these accidents occur in the rural districts or in the suburbs of the larger cities. Careless workmen often leave caps in the woods and fields following blasting operations. If you find one, don't touch it! Report it to your parents, or to the nearest policeman at once. Never, under any circumstances, use caps for playthings. Don't take chances with blasting caps!

Something to Do

1. Find and read stories about mountain climbing and the dangers of bogs, swamps, cyclones, tornadoes, and hurricanes. Read about the Mammoth Cave in Kentucky and the San Francisco earthquake of 1906.
2. Ask someone who is skilled in mountain climbing to talk to your class about safety when hiking or climbing in the mountains.
3. If there is a natural cave in your community, plan and carry out a visit to the cave under the direction of an experienced guide. Prepare a set of safety rules to be followed on your trip.
4. Write to the Institute of Makers of Explosives, New York, N. Y., for posters and pamphlets on the dangers of playing with blasting caps.
5. Find the meaning of the following words: *suburbs* and *tornadoes.*
6. Books to read: *On Land and Water* and *Who Travels There* by Buckley, White, Adams, and Silvernale, American Book Company; *The World's Moods* by Maryanna Heile, Follett Publishing Company; *Snowy for Luck* by Arthur Russell, Albert Whitman and Company; and *Malou* by Mildred Criss, Doubleday, Doran and Company.

New Words: suburbs, tornadoes

SAFETY SAM SAYS:
IF YOU WANT TO CLIMB MOUNTAINS OR EXPLORE CAVES,
TAKE AN EXPERIENCED GUIDE WITH YOU.

Lesson 24. Test Yourself

Read each sentence or group of sentences. If the person did a wise thing, write "Wise" on the line at the right. If the person did a foolish thing, write "Foolish" on the line.

1. Dick was the captain of the Oak Park ball club. He encouraged the boys to play fair, win or lose. _____
2. Henry was just learning to ski. He put on a new pair of skis and went out on a steep hill to try them out. _____
3. Sally got a new pair of skis for Christmas. She selected a gentle open slope to try them out for the first time. _____
4. Judy was taking swimming lessons at the new municipal swimming pool. She always kept inside the lifelines for beginners. _____
5. Joe wanted to be a Red Cross Junior Life Saver. He was spending three afternoons every week at the municipal swimming pool getting ready for his final tests. _____
6. Polly was in deep water when her canoe capsized. She tipped the canoe over, right side up, and held to it until help arrived. _____
7. David wanted to climb up the side of a nearby mountain. He asked his Uncle Dan, an experienced mountain climber, to go with him. _____
8. William found the entrance to a cave in the side of a hill near his home. He decided to take a look around before telling his parents about his discovery. _____
9. Ellen accidentally stepped into a bed of quicksand. She stood perfectly still and called for help. _____
10. Alice ran out of the house as soon as she felt the beginning of an earthquake. _____

Something to Do

1. Write five rules for the prevention of accidents with firearms.

_____

_____

_____

_____

_____

2. Write the sayings of Safety Sam on the lines below.

_____

_____

_____

_____

_____

_____

New Word: municipal

When treating for shock, lay the patient on his back, with head low. Apply heat, and give a stimulant unless the patient is unconscious.

UNIT V. FIRST AID AND VACATION SAFETY

Lesson 25. Shock and Emergencies

What does a doctor or a first aider mean when he says that a person is suffering from shock? What are the causes of shock? How can you tell when a person is suffering from shock? How can shock be prevented? How would you treat a person who is suffering from shock? After finding the answers to these questions, work out the activities under "Something to Do" on page 76.

Causes of Shock

1. Shock usually follows a serious injury. Sometimes a very bad case of shock may come from a very slight injury.
2. Shock may also come from fear, or the sight of one's own injury. This is quite often the case when there is a large open wound that bleeds freely. Shock nearly always follows a severe operation.
3. Poisons taken accidentally often cause severe cases of shock.

Signs of Shock

1. The patient's face is pale, and the lips and finger nails often turn blue.
2. Cold perspiration (sweat) appears on the forehead and palms of the hands.
3. The patient is often listless and takes no interest in things around him.
4. The pulse is rapid, weak, and may be hard to find at the wrist.
5. Often the patient has a severe chill and complains of being tired and cold.
6. The patient often complains of being sick at his stomach.
7. Breathing is often feeble and irregular.
8. The patient may be partly or totally unconscious.

Prevention of Shock

It is not always possible to prevent shock, but in most cases, it is possible to lessen its dangers by proper treatment. Remember, minutes count in severe cases of shock. Start treatments at once. Fortunately, the same treatments used for shock will often prevent it if properly applied by the first aider. Follow the suggestions outlined under "Treatment of Shock" on the next page.

New Words: stimulant, perspiration, pulse

Treatment of Shock

1. Send for a doctor at once. Remember, severe shock is dangerous. It is often the cause of death.

2. Treatment for shock should begin immediately after any severe bleeding has been stopped. Make the patient comfortable and keep him quiet.

3. Lay the patient on his back with his head lower than the rest of his body, unless there is a serious head injury. In this case, keep the body level. The patient's feet, legs, and thighs may be elevated by simply placing pillows or coats underneath them.

Never let the patient sit up, except in severe chest injuries or nose bleed. It is unwise to use a pillow under the head of a shock victim. Can you tell why?

4. Keep the patient warm. Cover him with a coat or a blanket at once. Remember, it is just as important to put something warm underneath the patient as it is to put something over him.

5. Apply heat as soon as possible. Use hot water bottles, glass jars, hot bricks or stones, or electric heating pads.

Test all heated objects by holding them against your own forearm to see if they are the right temperature before using them on a person suffering from shock. It is safer to wrap all hot objects in one layer of cloth or paper before applying them to the patient.

Heat should be applied to the patient's feet, between his thighs, over his stomach, and along the sides of his body.

6. Give the patient a stimulant. If you have aromatic spirits of ammonia, give the patient a teaspoonful in a half glass of water. Repeat every thirty minutes if needed.

If the aromatic spirits of ammonia is not available, give the patient one cupful of hot coffee, hot tea, milk, or water as a stimulant.

If the patient is unconscious, don't try to make him drink a stimulant of any kind. Remember, never give a stimulant until severe bleeding has been stopped.

7. If the patient has stopped breathing, start artificial respiration at once.

8. If possible, keep the patient in a warm room, free from drafts.

Something to Do

1. One summer afternoon Polly and Judy were swimming near their summer cottage. Judy got cramps and down she went in deep water. Polly dived into the water and towed her to safety.

Judy was listless and tired out when Polly got her upon the beach. Her face was pale, her skin cold and clammy, and her teeth were chattering.

Now, divide your class into committees or groups and play first aider and patient. Take turns telling or explaining how you would treat Judy until help arrived.

Let a committee choose the best report or explanation to be given in an assembly.

2. Jim and Joe lived in the suburbs of a large city. They were alone one afternoon when Joe fell off a ladder and bumped his head. He also got a deep cut on his left arm.

When Jim tried to pick him up, his body was limp, and he was unable to talk. His face became pale, his pulse weak, and perspiration stood out on his forehead.

Now, imagine yourself in Jim's place, and then explain just how you would care for Joe until help arrived. Write out your explanation. Let a committee choose the best one for the bulletin board.

New Words: thighs, aromatic, explanation

In Case of Emergency—Call

The family doctor. Address: _____ Telephone: _____

The hospital. Address: _____ Telephone: _____

The ambulance. Address: _____ Telephone: _____

The fire station. Address: _____ Telephone: _____

The police station. Address: _____ Telephone: _____

3. Ask your parents to help you fill in the blanks at the top of this page. Then prepare a chart containing this information and post it near your home telephone.

4. Ask your parents to help you make a list of the first aid equipment and supplies in your own home. Use a separate sheet of paper for this list. Then check your home list carefully to see if it contains all the supplies that a well-equipped first aid kit or cabinet should have.

See the Red Cross *First Aid Textbook*, or your Scout handbook for a suggested list of standard first aid supplies. Copy the standard list in the space at the bottom of this page.

5. Compare your home list with the standard list. Then ask you parents to supply any missing items for your home kit or cabinet. Ask your school nurse to show you how to use correctly and safely all the items contained in a good first aid kit.

A Well-Equipped First Aid Kit Should Contain:

_____

_____

_____

_____

_____

_____

_____

_____

New Word: items

SAFETY SAM SAYS: HAVE A WELL-EQUIPPED FIRST AID KIT HANDY IN CASE OF EMERGENCY.

Fig. 1. Artificial respiration—first position

Lesson 26. Artificial Respiration and First Aid

In certain accidents the victim stops breathing, and the first aider must be prepared to perform artificial respiration at once, or the person dies in a very short time. The Shafer (Prone Pressure) Method is recognized as the best and the safest method to use under all conditions. It is often used to restore breathing in cases of drowning, electrical shock, and gas poisoning. It may be used safely in most accident cases where the victim has stopped breathing.

Study and practice the Shafer Method until you know how to perform artificial respiration correctly. Remember, a good first aider knows exactly how to restore breathing in cases of emergency.

The Shafer Method

1. Lay the patient face down, one arm extended, the other arm bent at the elbow, with the face turned sidewise and resting on the hand or the wrist of the bent arm, so that the nose and mouth are free for breathing. (See Figure 1.)

2. Kneel, straddling the patient's thighs, with your knees placed at such a distance below his hips as will allow you to take the position shown in Figure 1.

Place the palms of your hands on the small of the patient's back, with your fingers resting on the ribs, the little finger just touching the lowest rib, with the thumb and fingers in a natural position and the tips of the fingers just out of sight. (See Figure 1.)

3. With the arms held straight, swing forward slowly, so that the weight of your body is gradually brought to bear upon the patient. The shoulder should be directly over the heel of the hand at the end of the forward swing. Do not bend your elbows. Count "one-two" slowly during this movement of your body. (See Figure 2.)

New Words: straddling, restore

Fig. 2. Artificial respiration—second position

Fig. 3. Artificial respiration—third position

4. Now immediately swing backwards so as to remove the pressure completely from the patient's body. (See Figure 3.)

5. After counting "one-two" slowly, swing forward again. Repeat, 12 to 15 times a minute, the double movement of pressing and letting go, making a complete respiration (drawing in and letting out of the breath) in four or five seconds.

6. Keep on with artificial respiration without stopping until the patient breathes naturally—if necessary, four hours or longer or until a physician declares the person dead.

7. As soon as artificial respiration has been started and while it is being continued, an assistant should loosen any tight clothing about the patient's neck, chest, or waist. *Keep the patient warm.* Supply extra heat by using hot water bottles, hot stones, and the like if available. Learn to work through a warm blanket spread over the body of the patient. Do not give any liquids whatever by mouth until the patient has fully regained consciousness.

8. To avoid strain on the heart when the patient recovers, he should be kept lying down and not allowed to stand or sit up. If the physician has not yet arrived by the time the patient has recovered, the patient should be given some stimulant, such as one teaspoonful of aromatic spirits of ammonia in a small glass of water, or a hot drink of coffee or tea.

9. Artificial respiration should be carried on at the nearest possible point to where the patient received his injuries. He should not be moved until he is breathing normally, and then moved only in a lying position. Should it be necessary, due to extreme weather conditions, to move the patient before he is breathing normally, artificial respiration should be carried on during the time the patient is being moved.

10. A brief return to natural breathing is not a sure sign that the patient has fully recovered, or that he is out of danger. Often the patient, after a brief recovery, stops breathing again. The patient must be watched carefully, and if natural breathing stops, artificial respiration should be started again at once.

11. If it becomes necessary to change the operator, this change must be made without losing the rhythm of respiration. In this way, no confusion results at the time of changing the operator, and a regular rhythm is kept up.

New Words: physician, rhythm

First Aid for Electric Shock

When a person comes in contact with an electrically charged wire or rail, or a faulty electric fixture, he receives an electric shock. If the electric current is a strong one, the person is often killed instantly. However, in many cases the victim is merely unconscious, and may or may not be breathing when discovered.

If the victim is still in contact with the electrical conductor, call for help at once. Send for a doctor. *Do not touch the victim!* Remember, it is just as dangerous for you to touch the bare skin of the victim as it is to touch the wire or rail, or the electric fixture itself.

After all connections have been broken between the victim and the electrical conductor, it is safe for you to give first aid treatment to the unfortunate person. The first thing to do is to loosen the patient's clothing. Then open his mouth and pull his tongue forward. Follow the general suggestions for "Treatment of Shock" on page 76.

If he is not breathing, start artificial respiration at once. Follow the Shafer Method outlined on pages 78 and 79. A person who has been struck by lightning should be treated the same as for any other electric shock.

First Aid for Gas Poisoning

Most cases of gas poisoning come from breathing carbon monoxide gas from a car, or from gas used for heating and lighting purposes. Occasionally, someone is overcome from breathing deadly gases in sewers, manholes, old wells, and cisterns.

Never go down into an old well or a deep cistern without first testing the air by lowering a lighted lantern to see if there is enough oxygen to keep it burning. Can you tell why?

The first thing to do in treating a gas victim is to get him into fresh air as quickly as possible. Take him to a warm place free from gas. Do not take him out of doors in cold weather. Send for a doctor.

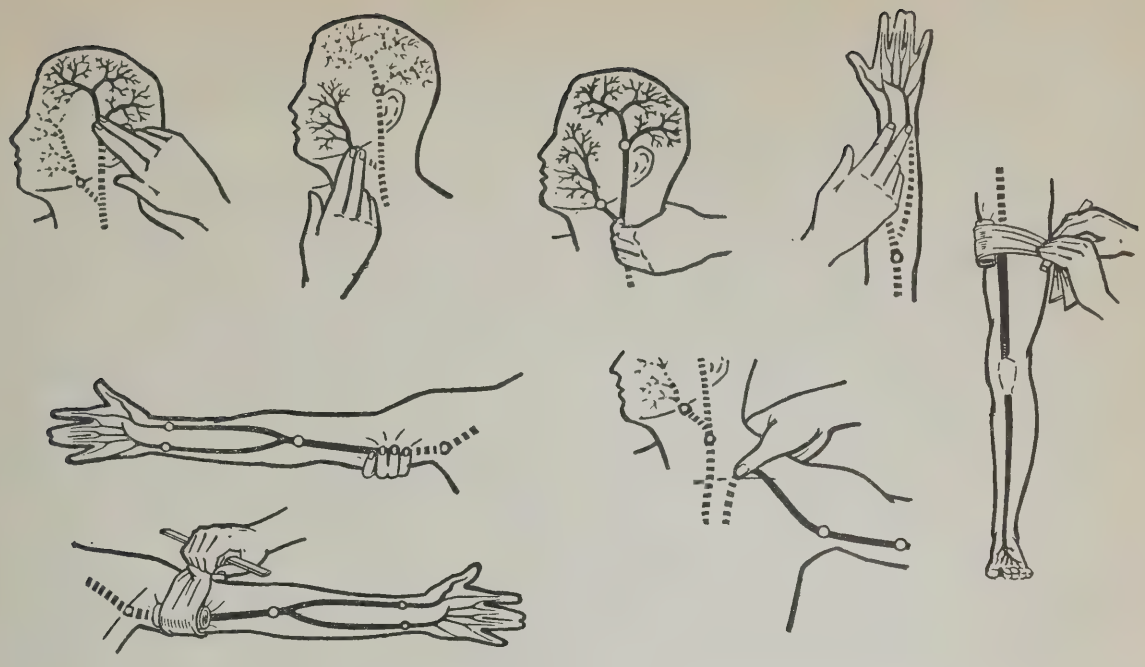
If breathing has stopped or is very weak, start artificial respiration at once and continue until breathing is regular, or until the physician declares the patient dead. Follow the instructions for the Shafer Method. Treat the victim for shock as explained on page 76.

Give the patient oxygen, if available. Call the fire department or the gas company, and ask them to send an experienced operator and a machine (inhalator) for that purpose.

Something to Do

1. Find the meaning of the following words in your dictionary: *straddling*, *restore*, *physician*, *rhythm*, and *items*. Use these words correctly in sentences.
2. Divide your class into small groups and practice artificial respiration on each other until you know how to carry out the Shafer Method satisfactorily. Practice changing operators without losing the rhythm of respiration.

SAFETY SAM SAYS: EVERYBODY SHOULD KNOW HOW TO PERFORM ARTIFICIAL RESPIRATION.



Courtesy, Banks Upshaw and Company, Dallas, Texas

To stop bleeding from an artery, apply pressure at the points indicated.

Lesson 27. Bleeding and Broken Bones

Do you know how to stop a severe case of bleeding? Do you know where to apply pressure to stop bleeding from arteries? Do you know how to apply a tourniquet to stop bleeding? Do you know how to apply the common bandages used in first aid treatments? Do you know how to care for a person with broken bones? A good first aider knows the right answer to all of these questions. Are you a good first aider? Do you know how you may become one?

The Control of Bleeding from Arteries

Severe bleeding must be stopped quickly or death soon follows. If the blood comes out in spurts, and is bright red in color, you should know that an artery has been cut; but if the blood is dark red and flows freely from the wound, it is coming from a vein.

Bleeding from an artery can usually be stopped by applying pressure at some point where the main artery to the wound lies close to a bone. The most important *pressure points* are shown in the illustrations at the top of this page. Study these illustrations closely.

When bright red blood comes in spurts from an artery, the pressure point is between the wound and the heart, but when the blood is dark red and flows in a steady stream, the pressure point is on the side away from the heart.

How to Apply a Tourniquet

The illustrations above show two ways to apply pressure to an artery. We can use our thumb and fingers, or we can apply a tourniquet to check the flow of blood coming from an artery.

A necktie, handkerchief, belt, or any similar article will serve as a tourniquet. Use a pad over the artery before applying the tourniquet. See illustrations above. A roll of bandage, or any firm material about the size of an egg, will make a satisfactory pad.

Remember, minutes are valuable when someone is bleeding badly. Don't waste

New Words: artery, spurts, illustrations, tourniquet

too much time trying to make a pad. Apply the tourniquet without a pad and twist it up tight enough to stop the flow of blood.

When applying a tourniquet, wrap the material around the limb twice if possible; then tie a half knot. Place a stick or a pencil on top of the half knot and tie a square knot over it. The tourniquet is then tightened by simply twisting the stick or pencil until the bleeding stops.

Twist just enough to stop the bleeding. Too much pressure may injure the tissues underneath the pad. Now tie the ends of the stick in position with the loose ends of the bandage material used to go around the limb.

After the tourniquet is completed, apply a sterile compress over the wound and hold in place with a bandage. Never cover a tourniquet with any kind of bandage or dressing. Can you tell why?

There are only two places where a tourniquet should be applied to check bleeding. One is on the inside of the thigh between the knee and the hip, and the other one is located on the inside of the upper arm, half way between the shoulder and the elbow. See illustrations on page 81.

A tourniquet is a dangerous thing and must not be used unless bleeding cannot be stopped by other methods. If the supply of blood is cut off from any part of the body for too long a time, that part may die. Therefore, a tourniquet must be loosened every fifteen or twenty minutes to let the blood flow through the affected limb in order to keep it alive.

If the bleeding has stopped when the tourniquet is loosened, do not tighten again, but leave it in place so it can be applied quickly in case the bleeding starts again.

Sometimes there is severe bleeding from a place where a tourniquet cannot be applied. In such cases, the first aider must try to stop the flow of blood by applying pressure at one of the points shown on page 81, or by direct pressure over the wound.

Use a sterile compress over the wound before applying pressure. But remember, when it is a case of life or death within a few minutes, don't take time to apply a compress. Use your bare hand, if necessary, to apply direct pressure over the wound.

In all cases of severe bleeding, send for a doctor at once. Keep the patient very quiet, as movements of any kind may cause the wound to reopen and to start bleeding again. Treat the patient for shock as soon as the bleeding has been controlled. Stimulants of any kind should not be given until bleeding has been checked. Can you tell why this is very important?

The Control of Bleeding from Veins

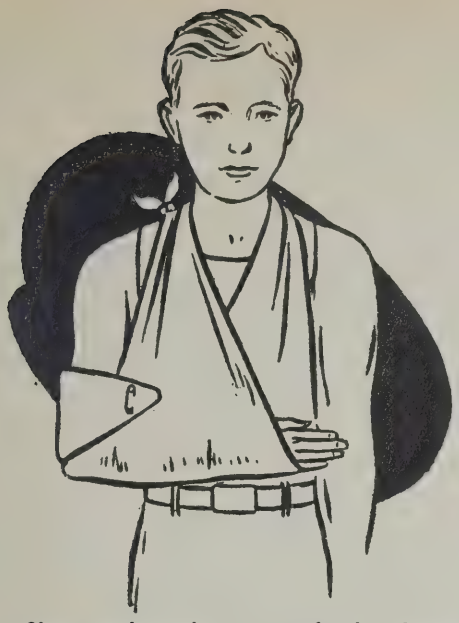
Bleeding from a vein can usually be controlled by simply placing a thick compress directly over the wound and bandaging it tightly. If the bleeding continues, apply pressure with your hand directly over the wound until it stops. If this method fails to get results, remember, you can always apply pressure to one of the points shown on page 81. It is also important to keep the patient quiet. Can you tell why?

But don't forget, when the bleeding is from a vein, the pressure point is on the side away from the heart. Remember, in all cases of severe bleeding, the patient should be lying down with the bleeding part elevated, except in the case of a broken limb.

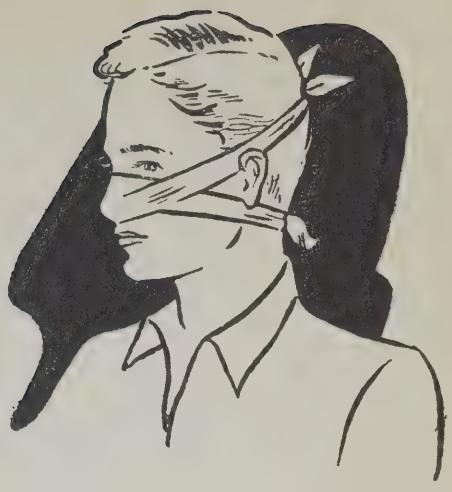
Bandages for First Aid

Bandages are used to hold dressings, compresses, and splints in place, to control bleeding by pressure, and for slings. The first aider should learn how to use the triangular bandage, the roller bandage, and the four-tail bandage. See page 83 and the American Red Cross *First Aid Textbook* for illustrations.

New Words: affected, reopen, splints, triangular

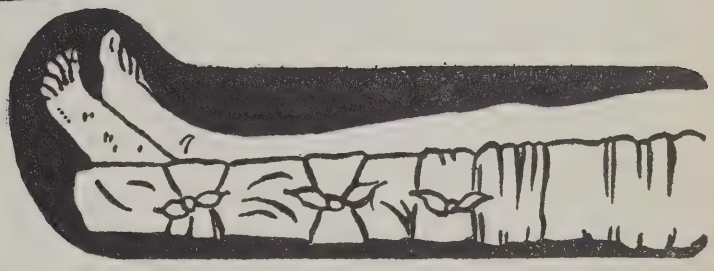


Sling made with a triangular bandage



A four-tailed bandage for the nose.

A roller bandage for the finger



A splint for a broken lower leg

Suggestions for the Use of Bandages

1. Use a square knot for tying bandages. All knots should be tied where they can be reached easily for adjustment, and where they will not make the patient uncomfortable. Ask someone to show you how to tie a square knot.

2. Remember, a certain amount of swelling usually follows a severe wound or a broken bone. Take this fact into account when applying or adjusting bandages and splints.

3. Don't put a bandage over the ends of toes and fingers unless it is absolutely necessary. Watch the ends of fingers and toes for signs of swelling. If they turn blue or swell, the bandage is too tight and should be adjusted at once.

4. Never apply a wet bandage as it may shrink and become too tight for safety and comfort.

5. Examine bandages and splints frequently to see if they need to be adjusted.

Call for help at once. Send for a doctor. Don't try to move the patient unless he is in danger of further injury. Keep the injured person quiet, keep him lying down, and make him comfortable.

If there is evidence of bleeding, check it as quickly as possible. Keep the patient warm, and give stimulants as needed. Remember, the improper handling of a person with a broken bone may cause the sharp ends of the bone to injure an important nerve, to cut through an artery, or to cut through the skin, thus resulting in permanent injury to the patient.

There may be times when it is absolutely impossible for the first aider to get a doctor, or to get the necessary help to move a person with a broken bone. Therefore, it is very important for everyone to know how to make a satisfactory splint, how to apply it properly, and how to transport a patient with broken bones safely.

Something to Do

1. Ask a doctor or an experienced first aider to show your class how to make splints for a broken wrist, a broken upper arm, a broken lower leg, and a broken thigh. Also, ask him to demonstrate the correct method of applying splints in each one of these cases. Divide your class into pairs, the boys and the girls working separately, and practice making and applying splints for broken arms and broken legs.

2. Ask your teacher or school nurse to show you how to make a stretcher with blankets, or coats, and poles. Also, ask a nurse or an experienced first aider to demonstrate the correct way to transport an injured person on a stretcher, the correct use of a chair for carrying an injured person, the "two man" carry, the "pack strap" carry, the "fireman's drag," and the right way to assist an injured person to walk.

3. Ask your teacher or the school nurse to show you how to use the pressure points to stop bleeding from an artery, and how to control bleeding from a large vein. Then practice with your parents or friends until you know how to check bleeding in emergencies.

4. Learn how and where to apply a tourniquet to check severe bleeding.

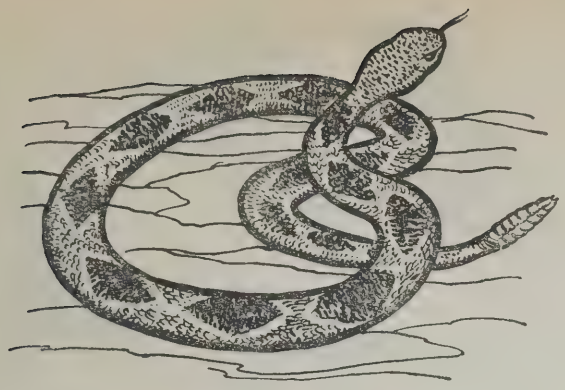
5. Ask the school nurse or an experienced first aider to show your class the proper way to apply the common bandages used in first aid. Practice the application of these bandages until you can apply them correctly.

6. Learn how to make a sling with a triangular bandage, or with handkerchiefs.

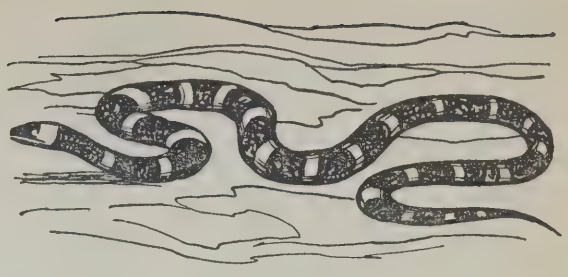
7. Find the meaning of the following words in your dictionary: *spurts*, *artery*, *illustrations*, *tourniquet*, *affected*, *reopen*, *triangular*, *and splints*. Write sentences using these words correctly.

8. References: American Red Cross *First Aid Textbook*, the Scout handbooks, or any good first aid manual.

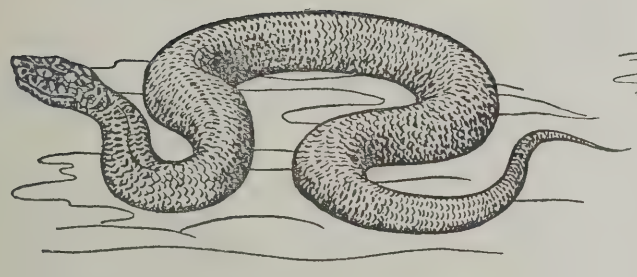
SAFETY SAM SAYS: SEVERE BLEEDING MUST BE CHECKED QUICKLY OR DEATH SOON FOLLOWS.

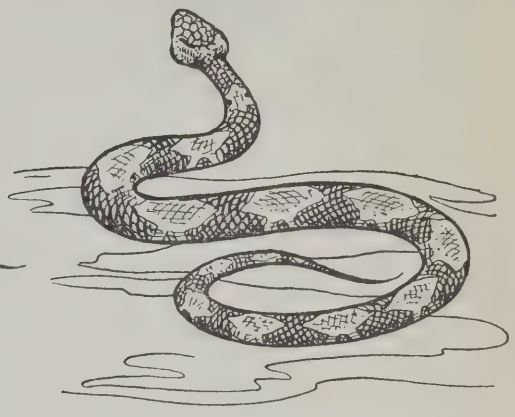


A rattlesnake



A coral snake





Courtesy of the Fish and Wildlife Service, United States Department of the Interior

The cottonmouth moccasin

The copperhead

Here are the only poisonous snakes found in the United States.

Lesson 28. Animal Bites

Poisonous Snakes*

Most of the snakes found in the United States are harmless, but these four are extremely poisonous. Find out whether any of them inhabit your section of the country. Learn to recognize them instantly, no matter where you happen to see them.

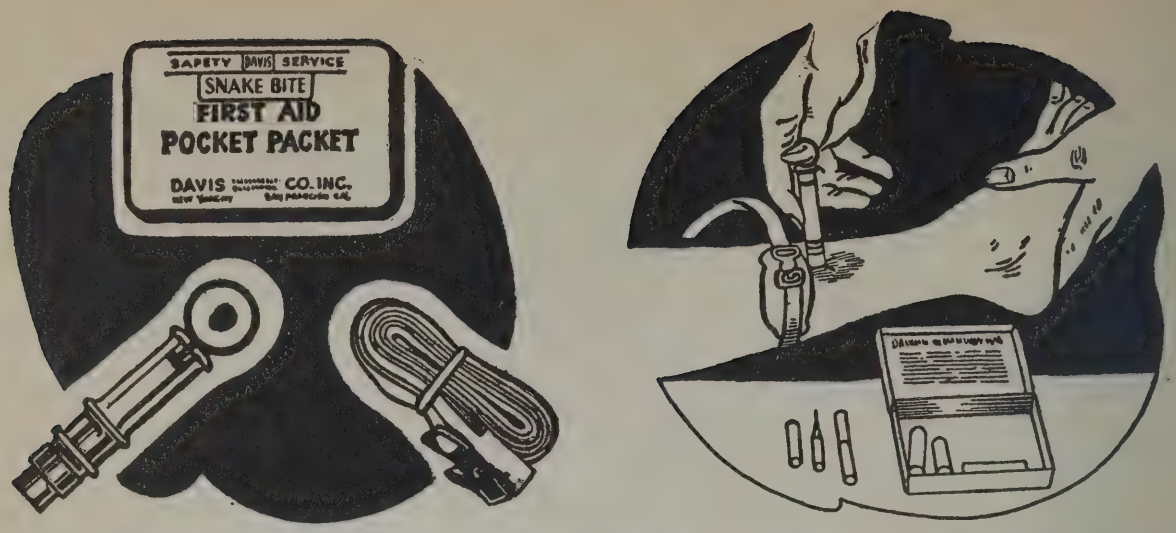
Even then, one cannot be too sure of himself, for certain coral snakes look very much like some of the harmless snakes found inhabiting the same sections of the United States. Perhaps it is safer to keep away from all snakes, unless you are absolutely sure they are not poisonous.

About three fourths of all snake bites are on the feet and legs of the victims. Most of these can be prevented by wearing high-topped shoes, boots, or heavy leggings. Almost one fourth of all other snake bites occur on the hands and arms.

When hiking or camping in the country where there are likely to be poisonous snakes, one should be especially careful not to put his hands into hidden places when climbing over cliffs or ledges, or when picking wild flowers or berries. Keep a sharp lookout for the deadly water (cottonmouth) moccasin when hiking or playing along the banks of rivers or the edges of swamps, especially in the southern part of the United States.

New Word: inhabit

*Adapted from *Safely On We Go* by Matthews, Risinger, and Wilson, published by Banks Upshaw and Company.



When treating a snake bite, apply the tourniquet above the wound, paint the area with iodine, make the crosscuts with a sterile knife, and then use the suction pump for at least thirty minutes.

How to Treat a Snake Bite

When a person is bitten by a poisonous snake, start treatment at once. Have the patient lie down and remain quiet. Apply a tight band, or a tourniquet without a pad, just above the wound and between the bite and the heart. A handkerchief, necktie, or any strong piece of cloth may be used for this purpose.

The tourniquet or band should be tight enough to keep the blood from flowing back through the veins, but not tight enough to keep the blood from flowing through the arteries. The tourniquet or band should be kept tight at all times, except it should be loosened a little for about one minute of each twenty-minute period so that the blood will not be prevented from going to the end of the affected limb.

After placing the tourniquet around the limb, paint the wounds made by the snake's teeth (fangs) with iodine or alcohol, if available. Now take a sharp knife or razor blade which has been passed through the flame of a match, and make cross cuts into the flesh at each one of the little holes made by the snake's teeth.

These cuts should be about one-half inch long each way and from one-eighth to one-quarter inch deep. Be careful not to cut into a large vein or artery. You are now ready to apply suction.

Use a regular suction cup or a suction pump, if available. If you do not have a suction pump in your kit, remember that suction may be applied with your mouth if there are no open breaks or sore places in your mouth or on your lips, and you are careful not to swallow any of the poison.

Suction may also be applied by using a wide-mouthed bottle from which the air has been exhausted. This can be done by simply burning a match or a piece of paper in the bottle, then applying the mouth of the bottle tightly to the cuts in the flesh of the patient. Suction should be continued for at least thirty minutes.

Remember, shock is always present in the case of a snake bite. Therefore, the patient should be kept quiet, and the usual treatment for shock should be carried out as soon as possible. The patient should not be given whiskey, as this will make the heart beat faster and cause the poison to travel toward the heart more quickly.

A dose of aromatic spirits of ammonia may be given after the poison has been removed by treatment. In all cases, get the patient to a doctor as soon as possible. If the patient must be transported, he should be carried. Do not let him run, or even walk, as this will make the heart beat faster and cause the poison to spread through the body more quickly.

New Word: suction

If the patient can not get to a doctor for several hours, the first aider should continue treatment for ten to fifteen hours. As the swelling spreads, make a ring of cross-cuts around the bite, keeping about two inches away from the bite and inside the swollen area. Then apply suction to each cut for about fifteen minutes out of every hour. Make a second ring of cuts and continue treatment if necessary.

Keep the wounds covered with hot compresses soaked in a solution of table salt or Epsom salts. Remove them only when necessary to apply suction. Give the patient all the water he wants to drink. Keep him under observation for at least twenty-four hours.

Something to Do

1. Find out if any of the poisonous snakes in this lesson inhabit your section of the country. Learn to recognize all of these poisonous snakes. Plan a visit to a zoo or to a museum to see the poisonous snakes which inhabit your part of the country.

2. Divide your class into groups and play patient and first aider. Practice treating each other for imaginary snake bites until you would know just what to do if you were faced with a real case of snake bite when on a hike.

3. If you are traveling or hiking where there are likely to be poisonous snakes, take a regular snake bite outfit with you. If such kits are not available, make sure your regular kit contains a small suction cup or pump in addition to the standard supplies. Find out how to use a bottle for applying suction in emergencies.

4. Explain how to dress for protection against snake bites. Also, tell how to prevent snake bites on hands and arms.

5. Ask your teacher to explain the use of a certain substance (antivenin) which may be used by doctors or experienced first aiders to counteract the poison of certain snakes.

6. Find and read stories about the snake farms of Brazil.

7. Find and read stories about the life of Louis Pasteur.

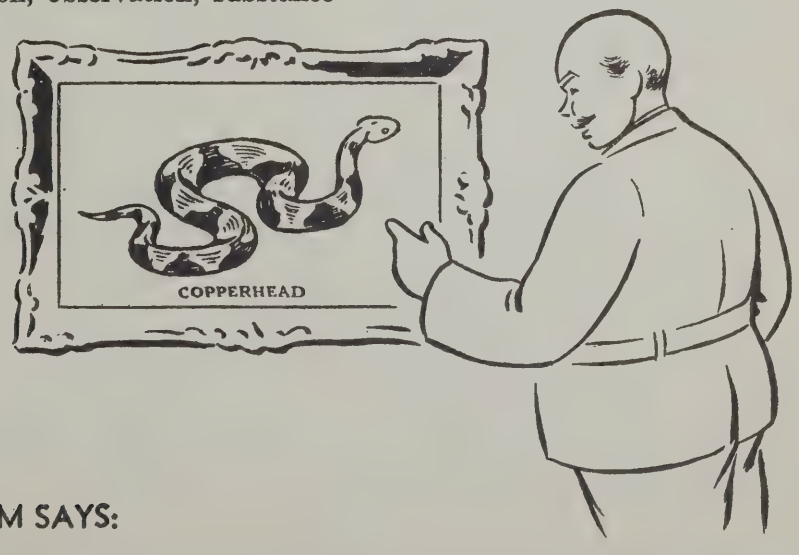
8. Ask a doctor or a nurse to explain the Pasteur treatment for the dreaded disease caused by the bite of a mad dog. Find out what other animals are sometimes affected with this dreaded disease.

9. Find out how to render first aid treatment for the bite of the black widow spider. Learn how to recognize the female black widow spider.

10. Copy the meaning of the following words in your Safety Dictionary: *inhabit, suction, solution, observation,* and *substance.*

11. References: The Red Cross *First Aid Textbook,* Scout handbooks, and first aid manuals.

New Words: solution, observation, substance



SAFETY SAM SAYS:

LEARN TO RECOGNIZE THE POISONOUS SNAKES IN THE UNITED STATES.

An ounce of prevention is worth a pound of sunburn ointment.

Lesson 29. Vacation Safety

1. Why is a carefully planned vacation likely to be safer than one which is poorly planned?
2. What are some of the special hazards which one should avoid when camping, hiking, boating, or swimming?
3. What first aid materials and equipment should one take on a vacation trip?

Sunburn

Cause. Sunburn is caused by working or playing out in the sunlight too long at a time without sufficient protection. There is always more danger of being sunburned when one is fishing, boating, or swimming than when working or playing away from the water. Can you tell why?

Prevention. The best protection against sunburn is a good coat of tan. This can best be accomplished by gradually exposing yourself to the sun's rays, increasing the length of time each day, until you have acquired a satisfactory coat of tan. Take it easy at first. Remember, a tender skin will burn in a few minutes, especially during the hottest part of the day.

Sunburn can be prevented by simply wearing an old shirt or a robe over your bathing suit when you are out of the water. Covering the skin with olive oil, cocoa butter, a good burn ointment, or even with cold cream, before exposing yourself to the hot sunlight, will help to prevent serious sunburn.

Treatment. Mild cases of sunburn may be treated by simply applying a good burn ointment, olive oil, or cocoa butter over the affected areas. In the treatment of severe cases, use an evaporating lotion (Calamine lotion), or a wet dressing of Epsom salts solution. When the lotion is used, it should be applied freely to the affected areas and left uncovered.

A bad case of sunburn is dangerous, especially if it covers a large area and is severe enough to cause blistering. In such cases, it is always wise to consult a doctor. This should always be done if the patient develops a fever and shows signs of shock.

First Aid for Drowning

Send for a doctor. Then start artificial respiration at once. If you have an assistant, ask him to loosen any tight clothing, and to remove gum, false teeth, and the like, from the victim's mouth. Also, have him watch the patient's face, and to wipe from the mouth any watery or slimy substance which might interfere with breathing.

Do not give up too soon. Sometimes, artificial respiration must be carried out for several hours before the patient shows any signs of recovery. If necessary, ask someone to take turns with you.

New Word: lotion

My Vacation Plans

What are you going to do after school is out? What are your plans for the summer vacation? Are you going to stay at home? Are you planning a trip? Will you spend your vacation in the city or in the country? A planned vacation is usually a safe and happy one.

Think over your vacation plans carefully; then write out the ten most important safety rules which you should observe faithfully in order to enjoy a safe and a happy vacation. Copy these rules in your notebook for use during your vacation.

Something to Do

1. Ask your teacher, an experienced first aider, or a nurse to tell you how to prevent and how to give first aid treatment for sunstroke and heatstroke.
2. Ask your family doctor or the school nurse to explain the value of evaporating lotions for the treatment of sunburn.
3. Play first aider and patient, treating each other for imaginary cases of sunburn. Also, practice first aid treatment for drowning. Learn just what to do in order to restore breathing in emergencies.
4. Explain why there is more danger of sunburn when one is on the water than when on land. Use a separate sheet of paper for your explanation.
5. Explain how to develop a good coat of tan without getting sunburned.

SAFETY SAM SAYS:
REMEMBER, ONE CARELESS ACT MAY SPOIL YOUR VACATION.

Lesson 30. Test Yourself

Read each sentence. If it is true, write "Yes" on the line at the right. If it is not true, write "No" on the line.

1. In severe cases of shock, the patient's face is pale, his pulse is often rapid and weak, and cold perspiration may appear on his forehead. _____

2. If a victim of drowning has stopped breathing, the first aider should wait for the doctor before starting artificial respiration. _____

3. The first thing to do when treating a case of monoxide poisoning is to get the victim into fresh air as quickly as possible. _____

4. The blood from an artery is dark red and flows out in a steady stream. _____

5. Bleeding from an artery can usually be checked by applying pressure at some point where the main artery lies close to a bone. _____

6. In cases of severe bleeding, keep the patient quiet, as movements may cause the wound to reopen and the bleeding to start again. _____

7. A person with a broken bone should not be moved until the injured part is securely fastened with splints and bandages. _____

8. If a person is bitten by a poisonous snake, he should run to the doctor as fast as he can go. _____

9. When a person is bitten by a poisonous snake, he should be kept under observation for at least 24 hours. _____

10. A beginner should learn to swim at a supervised beach or at a municipal pool where there is a lifeguard on duty. _____

11. Rodding on a farm should not be confined to the buildings, but should also include the wire fences. _____

12. Static electricity is an ever present danger, especially when gasoline is being transferred from one container to another. _____

13. A tornado is a severe rainstorm. _____

14. A first aider should kneel, straddling the patient's thighs, when performing artificial respiration. _____

15. When a first aider is performing artificial respiration, and it becomes necessary to change operators, confusion may be prevented by making the change without losing the rhythm of respiration. _____

General Review

Write the sayings of Safety Sam on the lines below.

Suggested Activities

The children may wish to make their own pictures to illustrate certain safety concepts. Here is an excellent opportunity to correlate safety education with the art work in the school.

Encourage the children to bring pictures from home to illustrate certain safety concepts. Set aside part of the regular bulletin board for safety materials.

Keep a cumulative vocabulary chart of all new safety words and expressions. Encourage the children to add to this list safety expressions not found in their text material.

Encourage the children to keep a safety scrapbook of their own. This might be made a class project. Dramatize the stories, using actual settings for the scenes. Actual experience is the best method of establishing right habits, attitudes, and ideals. Take the children out on a near-by street where they can carry out safety habits as they actually take place in going to and from school.

The class might prepare a summary at the close of each unit and present it to other groups or in a general assembly. Some groups might wish to present a summary of a unit in the form of a home-made movie.

Let the children make signs and posters to illustrate the safety concepts in the lesson. Keep the sayings of Safety Sam on the bulletin board or blackboard.

When accidents occur in the city or community, the teacher may discuss these accidents and their causes.

The class may work out a safety pledge for each grade.

Pupils may keep a safety diary as a class project. Work out a safety calendar with the children.

Write safety news stories for the local or the school paper. Put out a special safety edition of the school paper.

Write letters asking for free safety materials. Collect safety materials for the school library. Check over all available books and magazines to locate supplementary safety material.

Write original safety jingles and verses. Work out safety slogans for the bulletin board. Let the children work out original safety games.

Make up original safety puzzles. Older children will enjoy making safety crossword puzzles. Make up a safety alphabet with illustrations.

Create and produce plays, pageants, and pantomimes.

Let one or more pupils act out a safety rule and have the group guess the rule being presented.

Work out and present a radio program, either real or imaginary.

Prepare a chart and keep a record of school accidents.

Arrange for a window display of safety materials in a local store.

Conduct a mock trial, using different safety hazards as defendants.

Make brief talks on safety subjects. Older children might prepare talks on safety subjects and present them to the younger children.

Make illustrated booklets on safety.

Conduct a "No Accident" campaign.

Observe "Safety Week" and "Fire Prevention Week."

Make a set of flash cards for teaching safety words, expressions, and concepts.

Make use of films and slides to teach safety.

Date Due

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MY 13 '56
JE 26 '56

tary Material

Accident Facts. Published yearly. 50 cents.
Advisory Service. The Education Division of the National Safety Council offers advisory service to schools in the preparation of courses of study and other problems relating to safety education. Write for information.

National Education Association, Washington, D. C.
Safety and Safety Education: An Annotated Bibliography, 1939. 25 cents.
Problems and Topics in Safety Instruction, 1940. 25 cents.
Visual Aids in Safety Education, 1940. 25 cents.
Dramatizations in Safety Education, 1940. 25 cents.
Safety Units, Grades I and II, 1940. 25 cents.
Safety Units, Grades III and IV, 1940. 25 cents.
Safety Units, Grades V and VI, 1940. 25 cents.

State Department of Public Instruction, Des Moines, Iowa.
Instructional Units in Safety, 1940. Single copy free. Limited supply.

For the Pupils

American Book Company, New York, N. Y.
Road to Safety Series
Away We Go (Pre-Primer), 1938. 24 cents.
Happy Times (Primer), 1938. 60 cents.
In Storm and Sunshine (Grade 1), 1938. 68 cents.
In Town and Country (Grade 2), 1938. 76 cents.
Here and There (Grade 3), 1938. 76 cents.
Around the Year (Grade 4), 1938. 80 cents.
On Land and Water (Grade 5), 1938. 84 cents.
Who Travels There (Grade 6), 1938. 92 cents.

Albert Whitman and Company, Chicago, Ill.
Mother Goose Safety Rhymes (Primary), 1940. 75 cents.

Most of the up-to-date basal readers and social science and health books contain lessons or units on safety.

For Teachers and Pupils

American Automobile Association, Washington, D. C.
Write for list of free materials on street and highway safety.

Cycle Trades of America, Inc., New York, N. Y.
Do's and Don'ts for Bicycling Safety (poster). Ask for free copies.

International Harvester Company, Chicago, Ill.
Stop Carelessness, Prevent Accidents. Ask for free copy.

Metropolitan Life Insurance Company, New York, N. Y.
First Aid.
Ask for list of free publications.

National Board of Fire Underwriters, New York, N. Y.
Safeguarding the Home Against Fire. In quantities, 5 cents.
Safeguarding the Farm Against Fire. Temporarily out of print.
Sample copies free. Write for list of publications.

National Conservation Bureau, New York, N. Y.
Write for list of publications.

National Recreation Association, New York, N. Y.
Write for list of publications.

National Safety Council, Education Division, Chicago, Ill.
Safe at Home, 1936. 10 cents.
Standard Rules for the Operation of School Safety Patrols. Single copy free.

National Fire Protection Association, Boston, Mass.
Fire Prevention Week Handbook. Single copy free.
Ask for list of publications.

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Encourage the children to bring pictures from home to illustrate certain safety concepts. Set aside part of the regular bulletin board for safety materials.

Keep a cumulative vocabulary chart of all new safety words and expressions. Encourage the children to add to this list safety expressions not found in their text material.

Encourage the children to keep a safety scrapbook of their own. This might be made a class project. Dramatize the stories, using actual settings for the scenes. Actual experience is the best method of establishing right habits, attitudes, and ideals. Take the children out on a near-by street where they can carry out safety habits as they actually take place in going to and from school.

The class might prepare a summary at the close of each unit and present it to other groups or in a general assembly. Some groups might wish to present a summary of a unit in the form of a home-made movie.

Let the children make signs and posters to illustrate the safety concepts in the lesson. Keep the sayings of Safety Sam on the bulletin board or blackboard.

When accidents occur in the city or community, the teacher may discuss these accidents and their causes.

The class may work out a safety pledge for each grade.

Pupils may keep a safety diary as a class project. Work out a safety calendar with the children.

Write safety news stories for the local or the school paper. Put out a special safety edition of the school paper.

Write letters asking for free safety materials. Collect safety materials for the school library. Check over all available books and magazines to locate supplementary safety material.

Write original safety jingles and verses. Work out safety slogans for the bulletin board. Let the children work out original safety games.

Make up original safety puzzles. Older children will enjoy making safety crossword puzzles. Make up a safety alphabet with illustrations.

Create and produce plays, pageants, and pantomimes.

Let one or more pupils act out a safety rule and have the group guess the rule being presented.

Work out and present a radio program, either real or imaginary.

Prepare a chart and keep a record of school accidents.

Arrange for a window display of safety materials in a local store.

Conduct a mock trial, using different safety hazards as defendants.

Make brief talks on safety subjects. Older children might prepare talks on safety subjects and present them to the younger children.

Make illustrated booklets on safety.

Conduct a "No Accident" campaign.

Observe "Safety Week" and "Fire Prevention Week."

Make a set of flash cards for teaching safety words, expressions, and concepts.

Make use of films and slides to teach safety.

Supplementary Material

Most teachers will find that the SAFETY SAM SERIES contains adequate content material and practice exercises for the average group of children. But for those teachers who desire additional supplementary material for the enrichment of the safety program, the following references and sources are listed for convenience. Prices are list prices as of July, 1942.

For the Teachers

American Red Cross, Washington, D. C.
- *First Aid Textbook* (Revised), 1940. 60 cents.
- *Life Saving and Water Safety*, 1937. 60 cents.
- *Swimming and Diving*, 1938. 60 cents.
- Publications on home and farm accident prevention available free as part of programs conducted in cooperation with Red Cross chapters.

Association of American Railroads, Washington, D. C.
- Write for free material.

Cycle Trades of America, Inc., New York, N. Y.
- *Bicycling.* Ask for free copy.

National Safety Council, Chicago, Ill.
- *Safety Education Magazine.* Price $2.00 a year.
- *Safety Education Methods (Elementary School)*, 1939. 50 cents.
- *Safety Education in the Rural School*, 1939. 35 cents.
- *Accident Facts.* Published yearly. 50 cents.
- *Advisory Service.* The Education Division of the National Safety Council offers advisory service to schools in the preparation of courses of study and other problems relating to safety education. Write for information.

National Education Association, Washington, D. C.
- *Safety and Safety Education: An Annotated Bibliography*, 1939. 25 cents.
- *Problems and Topics in Safety Instruction*, 1940. 25 cents.
- *Visual Aids in Safety Education*, 1940. 25 cents.
- *Dramatizations in Safety Education*, 1940. 25 cents.
- *Safety Units, Grades I and II*, 1940. 25 cents.
- *Safety Units, Grades III and IV*, 1940. 25 cents.
- *Safety Units, Grades V and VI*, 1940. 25 cents.

State Department of Public Instruction, Des Moines, Iowa.
- *Instructional Units in Safety*, 1940. Single copy free. Limited supply.

For the Pupils

American Book Company, New York, N. Y. Road to Safety Series
- *Away We Go* (Pre-Primer), 1938. 24 cents.
- *Happy Times* (Primer), 1938. 60 cents.
- *In Storm and Sunshine* (Grade 1), 1938. 68 cents.
- *In Town and Country* (Grade 2), 1938. 76 cents.
- *Here and There* (Grade 3), 1938. 76 cents.
- *Around the Year* (Grade 4), 1938. 80 cents.
- *On Land and Water* (Grade 5), 1938. 84 cents.
- *Who Travels There* (Grade 6), 1938. 92 cents.

Albert Whitman and Company, Chicago, Ill.
- *Mother Goose Safety Rhymes* (Primary), 1940. 75 cents.

Most of the up-to-date basal readers and social science and health books contain lessons or units on safety.

For Teachers and Pupils

American Automobile Association, Washington, D. C.
- Write for list of free materials on street and highway safety.

Cycle Trades of America, Inc., New York, N. Y.
- *Do's and Don'ts for Bicycling Safety* (poster). Ask for free copies.

International Harvester Company, Chicago, Ill.
- *Stop Carelessness, Prevent Accidents.* Ask for free copy.

Metropolitan Life Insurance Company, New York, N. Y.
- *First Aid.*
- Ask for list of free publications.

National Board of Fire Underwriters, New York, N. Y.
- *Safeguarding the Home Against Fire.* In quantities, 5 cents.
- *Safeguarding the Farm Against Fire.* Temporarily out of print.
- Sample copies free. Write for list of publications.

National Conservation Bureau, New York, N. Y.
- Write for list of publications.

National Recreation Association, New York, N. Y.
- Write for list of publications.

National Safety Council, Education Division, Chicago, Ill.
- *Safe at Home*, 1936. 10 cents.
- *Standard Rules for the Operation of School Safety Patrols.* Single copy free.

National Fire Protection Association, Boston, Mass.
- *Fire Prevention Week Handbook.* Single copy free.
- Ask for list of publications.

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